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ABSTRACT

Results are summarized for a number of tests administered to secondary school students in Idaho. A description of each test and the students tested is provided, as well as the purposes of the test and a brief summary of results. Two tests administered especially in Idaho are included. The Idaho Proficiency Test, a criterion referenced test of mathematics, reading, spelling, and writing, is administered to eighth graders. The Tests of Achievement and Proficiency assess eleventh graders' achievement in reading comprehension, secondary school mathematics, written expression, using sources of information, social studies, and secondary school science. A number of external testing programs are also included: (1) The American College Testing Program; (2) The College Entrance Examination Board Admissions Testing Program, including the Test of Standard Written English, the Achievement Tests, and the Scholastic Aptitude Test; (3) Advanced Placement Examinations; (4) The College Level Examination Program; (5) The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test; and (6) The Armed Services Vocational Aptitude Battery. (GDC)

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ED267108

THE 1985 IDAHO PERFORMANCE SUMMARY

STATEWIDE AND EXTERNAL TESTING PROGRAMS

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BOISE, IDAHO

TM 860 195

THE 1985
IDAHO PERFORMANCE SUMMARY

STATEWIDE AND EXTERNAL
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THE 1985
IDAHO
PERFORMANCE SUMMARY

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INTRODUCTION

Mastery of the basic skills is essential to realizing full educational, vocational, and personal-social development. In that Idaho schools are responsible for instruction in the basic skills, the State Board of Education has an interest in regularly surveying student achievement as an index of instructional effectiveness and progress toward attainment of essential academic skills. In keeping with the findings of effective schooling research and the recommendations of the national and Idaho commissions on excellence in education, this information can best be obtained through comprehensive assessment of fundamental skills conducted at grade levels nearing points of transition. Such an assessment is administered annually through the statewide testing program, a battery which presently consists of the *Idaho Proficiency Test (IPT)*, a voluntary objective-referenced test given at the eighth grade level, and the *Tests of Achievement and Proficiency (TAP)*, a required norm-referenced assessment conducted at the eleventh grade level.

Supplemental student achievement data are available through such external testing programs as the College Board's many assessment offerings (*SAT*, *PSAT/NMSQT*, *CLEP* and *AP* examinations), the *American College Testing Program (ACT)* assessment and the *Armed Services Vocational Aptitude Battery (ASVAB)*, all of which activities are administered by authorities outside the state.

This report, sectioned by assessment activity, highlights composite test results from both state and external agency-administered programs. Information contained herein is provided for the benefit of policy makers and practitioners who are routinely tasked with making decisions of educational significance.

Consumers of this information are cautioned, however, that data reported represents (1) a sample of student skills/knowledge as determined by single measures of performance at particular points in time, and (2) a subset of the goals and objectives addressed through schooling practices in Idaho.

STATEWIDE TESTING PROGRAMS

THE IDAHO PROFICIENCY TEST (IPT)

PURPOSES

The *IPT* is a criterion-referenced test used to assess eighth grade student progress in terms of specific learner objectives historically identified as statewide minimum competencies. Reflective of common curriculum content, the *IPT* is primarily designed to assess student mastery of those basic skills which represent essential academic prerequisites for graduation.

The *IPT* can also be employed to:

1. Provide supplemental diagnostic information for use in combination with other evaluative data in adapting instructional materials and practices to accommodate individual student deficits.

2. Provide supplemental information which may be of use in evaluating local curriculum and instructional practices, screening students for entry to/exit from special programs, developing student schedules and making differential assignments within classes.

3. Identify student performance trends over time.

4. Communicate school accomplishments and continuing needs to various publics.

5. Serve as a source of information in determining State Department of Education technical assistance priorities.

DESCRIPTION

Annually administered in the spring, the *IPT* battery is comprised of *Mathematics*, *Reading*, and *Spelling* subtests and a holistically scored direct writing assessment activity. All test items are multiple choice in format, with the exception of the writing assignment which consists of one variable prompt (or topic) the examinee must address in composition form. The *IPT* is a power test and has no fixed time limit attached to any of its subtests.

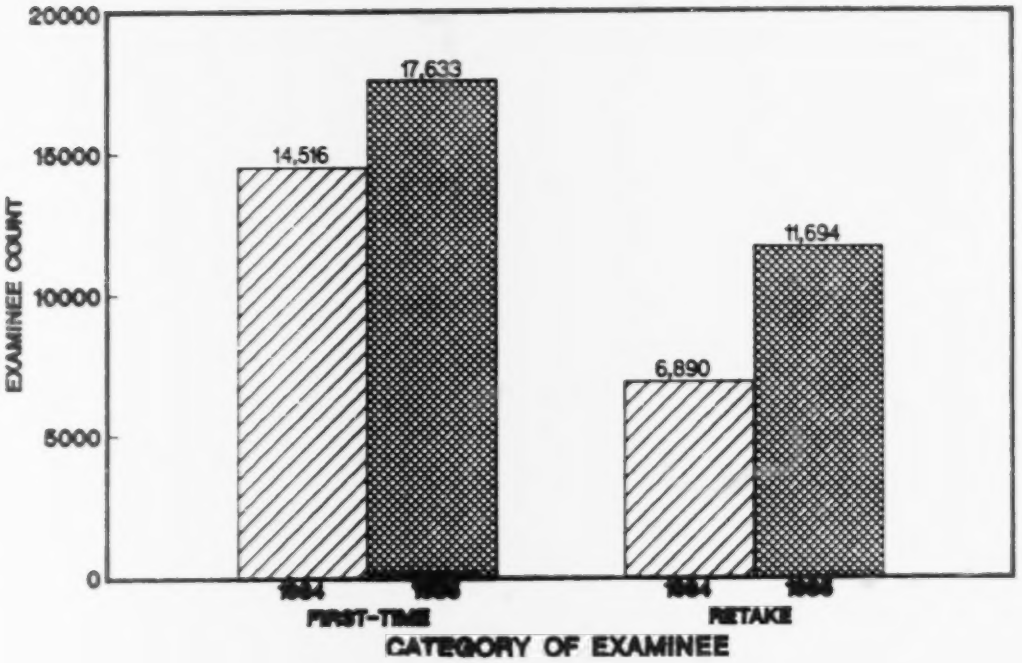
STUDENTS TESTED

As indicated in TABLE IPT-1, a total of 17,633 first-time students and 11,694 retake examinees enrolled in state public schools completed the *IPT* this year. This count represents an increase of nearly 18% in first-time and 41% in retake examinees when compared to the 1984 level of participation. A record 109 school districts participated in this year's *IPT* program representing 95% of those school districts eligible to conduct the test. The significant increase in retake examinees is likely attributable to the shift from a ninth to an eighth grade administration, expanding the potential retake population by one grade level.

- TABLE IPT-1 -

IDAHO PROFICIENCY TEST (IPT)

LEVEL OF PARTICIPATION - 1984 & 1985



With respect to special student characteristics, the following first-time and retake examinee counts by categories of individual difference were reported:

CATEGORY	FIRST-TIME	RETAKE
Migrant	207	160
Learning disabled	469	632
Speech/Language impaired	69	35
Emotionally impaired	21	30
Mentally retarded	69	71
Deaf/Hard of hearing	6	12
Blind/Partially sighted	4	4
Chapter I (educationally disadvantaged)	345	184
TOTAL	1,190 (7%)	1,128 (10% of total examinee count)

A total of 177 first-time examinees from state private schools completed the *IPT*. This count represents a 26% increase in the level of non-public school participation compared to the 1984 count.

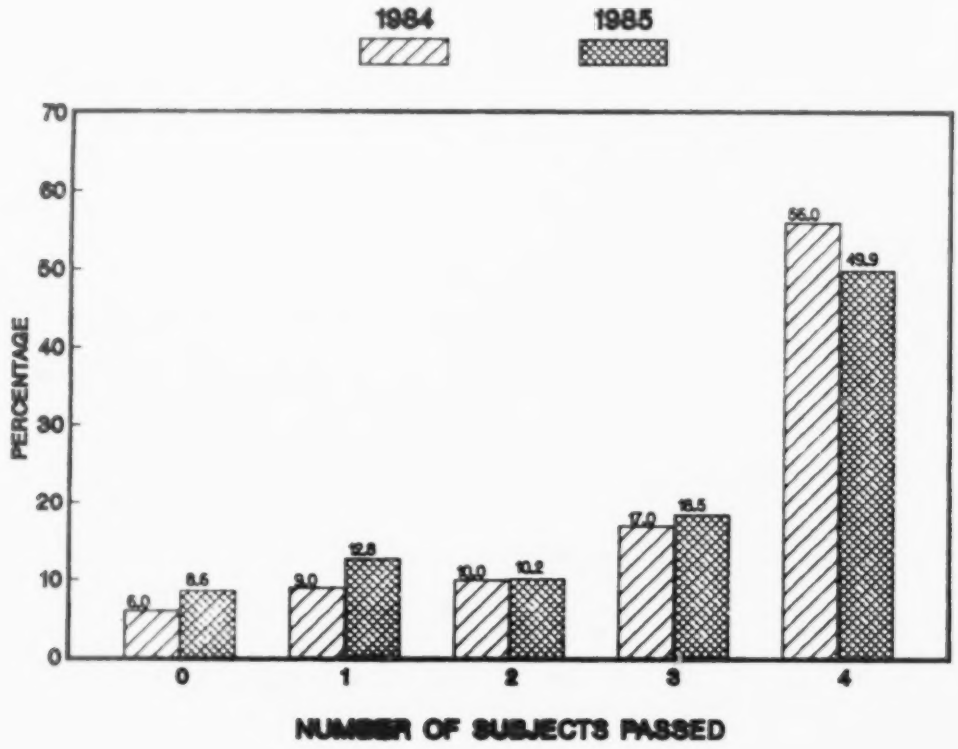
SUMMARY OF RESULTS

SUBJECT	ATTAINMENT STANDARDS
Mathematics	64% (54 out of 81 items)
Reading	60% (34 out of 57 items)
Spelling	68% (17 out of 25 items)
Writing	A rating of 3 or better on a 5-point scale

This administration, 49.9% of all first-time examinees passed all four subtests of the *IPT*, 18.5% passed three, 10.2% passed two, 12.8% passed one and 8.6% did not succeed in passing any subject area. Compared to 1984 test results, these passing percentages represent an increase in the number of first-time examinees passing three, two, one, and no subjects out of a possible four, and a decline in the number of students passing all four subtests. TABLE IPT-2 presents a graphic display of comparative 1984-85 passing percentages data.

-TABLE IPT-2 -

IDAHO PROFICIENCY TEST (IPT)
BATTERY PASSING PERCENTAGES

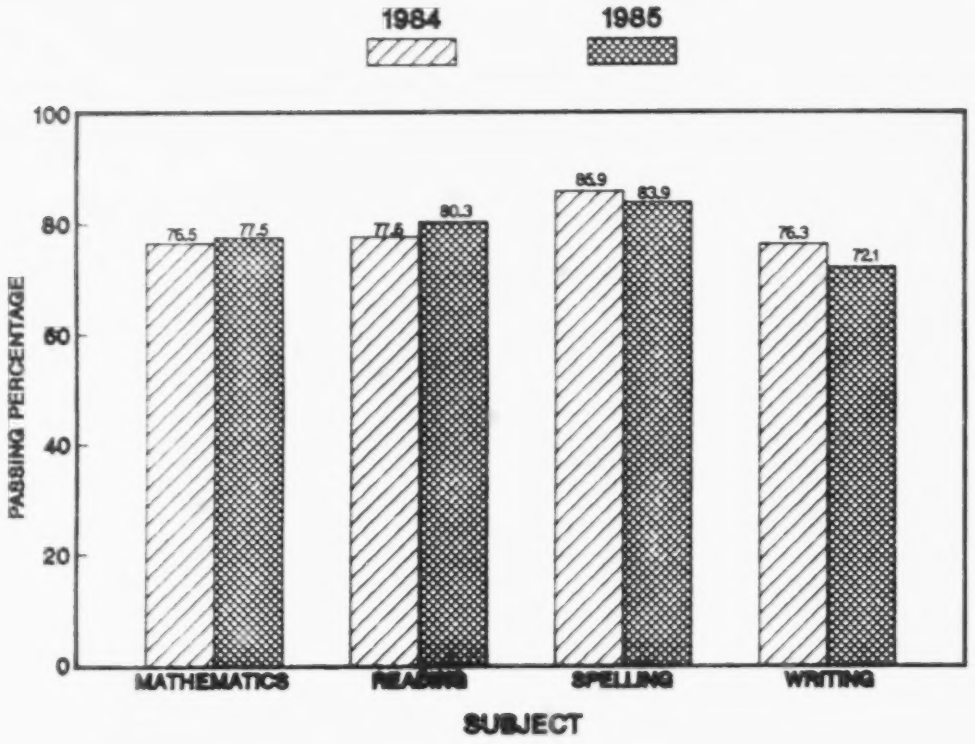


Comparing 1985 with 1984 test results, increased passing percentages were evidenced in the subject matter areas of mathematics and reading at 77.5% and 80.3%, respectively. In 1984, *IPT* examinees recorded passing percentages of 76.5% and 77.6% in these same subjects. A decline, however, in this year's performance in spelling (at 83.9%) and writing (at 72.1%) was reported, down from 1984 passing percentages of 85.9% and 76.3%, respectively. Refer to TABLE IPT-3.

- TABLE IPT-3 -

IDAHO PROFICIENCY TEST (IPT)

EIGHTH GRADE PERFORMANCE SUMMARIES



Although two years' of eighth grade *IPT* assessment experience provides insufficient longitudinal data to establish a meaningful trend, it is conceivable that increased instructional emphasis in the basic skills may account for improved performance in mathematics and reading. This is an encouraging pattern considering the increased numbers of mainstream and exceptional/educationally disadvantaged students taking the test. Continued attention to improving spelling skills may be warranted using contemporary lists of commonly used words as stimulus material.

Comparative 1984-85 passing percentages on individual *IPT* learner objectives and subject-specific measures of central tendency are reported in TABLE IPT 4. In mathematics, impressive statewide gains were evidenced in multiplication (up to three digits), word problem solving involving percent and bank record management. In reading, gains were reported in every learner objective except

for reference skills applied to using parts of a book as sources of information.

- TABLE IPT-4 -

IDAHO PROFICIENCY TEST
STATE OBJECTIVE RECAP

PUBLIC SCHOOLS, FIRST TIME (N = 17,633) SUBJECT/OBJECTIVE	NO. OF 1985 STUDENTS PASSING	% OF 1985 STUDENTS PASSING	% OF 1984 STUDENTS PASSING
MATHEMATICS			
01 Add two fractions having unlike denominators.	12,538	77.8	76.9
02 Multiply and divide any two decimals with no more than two decimal places.	13,480	83.7	83.8
03 Add and subtract decimal numbers having no more than two decimal places.	8,821	54.7	53.6
04 Multiply any two fractions or a fraction and a whole number.	13,070	81.1	80.7
05 Select equivalent fractions from a list of fractions.	13,697	85.0	85.0
06 Change a percentage to an equivalent decimal form or a decimal to a percentage.	9,445	58.6	58.6
07 Change a common fraction to a decimal form.	13,152	81.6	82.1
08 Add any three whole numbers up to five digits long.	15,405	95.6	96.4
09 Subtract any two whole numbers up to five digits long.	15,135	95.6	94.1
10 Multiply any two whole numbers up to three digits long.	13,805	93.9	85.7
11 Divide any whole number by a one or two digit whole number divisor and write a remainder (if any) as a proper fraction.	12,570	78.0	78.9
12 Select appropriate metric units for length, volume (capacity), and weight (mass).	15,394	95.5	95.5
13 Convert from one unit of measure to another within the conventional or metric system.	10,326	64.1	64.2
14 Recognize horizontal, parallel, perpendicular, vertical, and diagonal lines.	13,353	82.9	82.8
15 Recognize a triangle, rectangle, square, parallelogram or circle.	15,931	98.9	99.0
16 Compute perimeters and area of simple polygons.	9,436	58.5	59.4
17 Solve simple written (story) problems, the solution to which will require at least one of the four fundamental operations with whole numbers.	13,953	86.0	86.5
18 Find the average of up to five two-digit numbers.	9,224	57.2	55.9
19 Solve written problems, the solution to			

	which will require addition or multiplication of fractions.	12,625	78.3	77.3
20	Solve a written problem involving a percent of a whole number.	8,101	50.3	48.4
21	Solve a simple problem involving proportional parts.	12,765	79.2	78.5
22	Solve a simple problem involving time.	11,591	71.9	71.7
23	Keep a bank record with simple deposits and withdrawals.	12,755	79.2	77.6
24	Compute salary based on number of hours employed and salary per hour.	15,376	95.4	96.0
25	Determine the solutions to real world problems involving purchases totaling less than ten dollars with change from a twenty-dollar bill.	15,089	93.6	93.8
26	Substitute given values into either a formula or equation and obtain the correct result.	14,783	91.7	90.9
	Total No./% of students passing Mathematics	12,487	77.5	76.5
	Mean:		*79.2*	
	Standard Deviation:		*14.1*	
	Median:		*81.3*	
	Range: Minimum:		*50.3*	
	Maximum:		*98.9*	

READING

01	Follow a set of stated directions.	13,598	84.6	83.1
02	Locate relevant information by selecting facts/details.	13,139	81.7	80.9
03	Use context to determine word meaning.	14,059	87.4	86.1
04	Identify sequence of events.	8,517	52.9	50.3
05	Perceive cause/effect relationships.	13,658	84.9	83.8
06	Distinguish between fact and fiction.	12,589	78.3	76.0
07	Make inferences and draw conclusions.	13,884	86.3	85.5
08	Identify author's purpose.	12,950	80.5	79.7
09	Recognize the main idea.	14,374	89.4	88.9
10	Make comparisons and contrasts based on information given in passages.	14,731	91.6	90.0
11	Make classifications and lists.	10,471	65.1	62.1
12	Use reference skills as applied to parts of books.	10,943	58.0	65.3
13	Use reference skills as applied to reference documents.	6,924	43.0	41.9
14	Use reference skills as applied to practical documents.	11,916	74.1	71.9
15	Interpret maps and diagrams.	14,700	91.4	90.4
	Total No./% of students passing Reading	12,921	80.3	77.6
	Mean:		*77.3*	
	Standard Deviation %:		*14.4*	
	Median:		*81.7*	
	Range: Minimum:		*43.0*	
	Maximum:		*91.6*	

SPELLING

01	The student should be able to spell correctly those words chosen from the Dolch list of 1,000 most frequently used words.			
	Total No./% of students passing Spelling	13,459	83.9	85.9

Performance on direct writing assessment tasks is subject to some fluctuation, given that the level of difficulty and types of writing skills called for tend to vary with the writing prompt. It is suggested that follow-up analytical evaluation of student writing samples might provide useful diagnostic information in shaping instructional activities.

WRITING

01	The student will organize material by: (1) choosing a position; (2) maintaining a position; (3) providing information (evidence, reasons, facts, examples, proofs, experiences); and (4) reaching a conclusion. The student should be able to meet the specific demands of a writing task by: (1) using appropriate vocabulary; (2) following directions of the assignment; and (3) observing the format required. The student will use the mechanics of written English by: (1) punctuating appropriately (including capitalization and indentation); (2) writing complete and correct sentences; and (3) writing legibly.			
	Total No./% of students passing Writing	11,961	72.1	76.3

The 1985 prompt, rating level standards and the set of rangefinders are included as enclosures to this report.

A study of inter-rater reliability was conducted using 1985 reader holistic ratings as input data. Based on this investigation, a moderate positive relationship exists between Reader 1 and Reader 2 ratings, and a high positive relationship exists between Reader 1 and Reader 2 ratings and final ratings. The resulting matrix of correlation coefficients follows.

	READER 1 RATING	READER 2 RATING	FINAL RATING
READER 1 RATING	1.00	.64	.81
READER 2 RATING	.64	1.00	.84
FINAL RATING	.81	.84	1.00

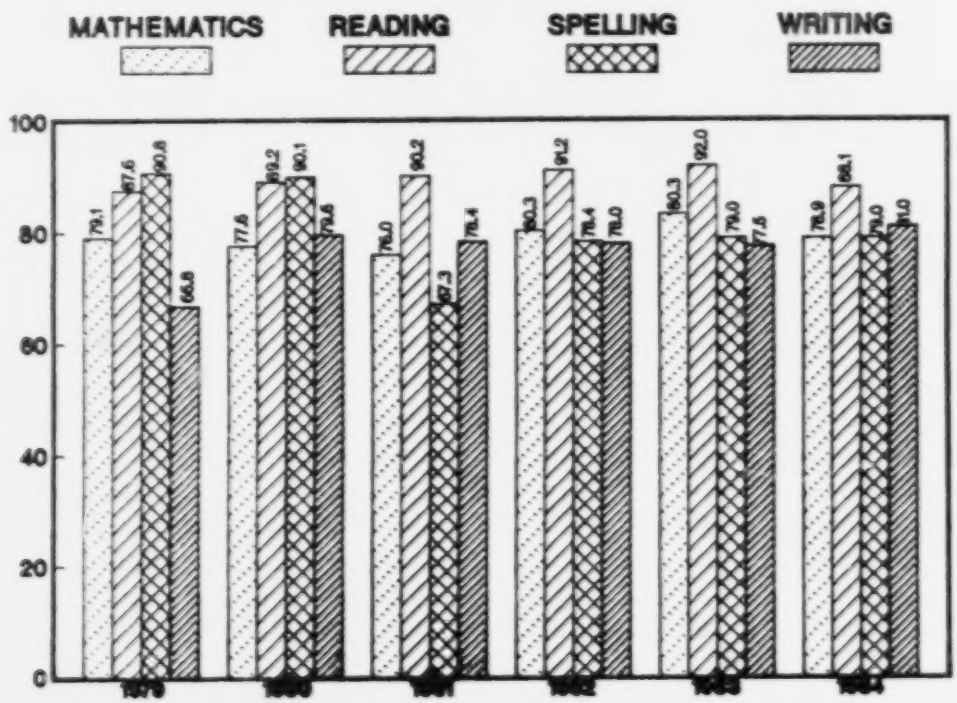
Ninth Grade

A comparison of IPT subtest-specific passing percentages over six years of administration at the ninth grade level is provided in TABLE IPT-5. Performance in mathematics declined gradually from 1979 through 1981, improved dramatically in 1982 and stabilized through 1983 only to decline in 1984. Reading scores steadily improved from 1979 through 1983 but dramatically declined in 1984. Spelling scores, essentially stable from 1979-80, declined sharply in 1981, improved significantly in 1982 and subsequently leveled off through 1984. Writing assessment scores improved significantly from 1979-80. declined gradually from 1981 through 1983 and rose in 1984.

- IPT -5 -

IDAHO PROFICIENCY TEST (IPT)

LONGITUDINAL NINTH GRADE PERFORMANCE SUMMARIES



In addition to descriptive writing assessment material referenced above, the following statewide reports are included as enclosures to this report as interpretation aids: state objective recap for public school retakes; state objective recap for private schools; passing percentages for private schools; and passing percentages by category of individual difference.

THE TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

PURPOSES

The *TAP* is a standardized norm-referenced battery used to appraise student progress toward accomplishment of widely accepted secondary school goals in basic content areas. This assessment is administered primarily to determine the level of achievement of Idaho eleventh grade students in terms of national normative standards. As with the *IPT*, *TAP* results can be employed to:

1. Provide supplemental diagnostic information for use in combination with other evaluative data in adapting instructional materials and practices to accommodate individual student deficits.

2. Provide supplemental information which may be of use in evaluating local curriculum and instructional practices, screening students for entry to/exit from special programs, developing student schedules and making differential assignments within classes.

3. Identify student performance trends over time.

4. Communicate school accomplishments and continuing needs to various publics.

5. Serve as a source of information in determining State Department of Education technical asssistance priorities.

DESCRIPTION

Annually administered in the spring, the *TAP* battery consists of six subtests.

Reading Comprehension measures competence in reading for information from passages similar to those assigned in social studies, literature and the sciences, and materials such as labels, advertisements and newspapers, which are encountered out of school.

Mathematics assesses competence in the use of basic mathematical skills in managing the quantitative aspects of everyday living. This subtest also measures understanding of fundamental mathematical principles.

Written Expression measures the ability to express ideas in writing. Organization of ideas, word usage, word order, and punctuation are specific skills assessed through this subtest.

Using Sources of Information (reference skills) assesses skill in obtaining information from maps, charts, tables, graphs, and common references such as dictionaries, tables of contents and indexes. This subtest indicates how well a student can act independently in locating and interpreting information.

Social Studies tests both knowledge and skill in history, political science, geography, and other social sciences.

Science draws from the fields of biology, earth and space science, physics and chemistry to measure understanding of the concepts and techniques of science.

All test items are multiple choice in format. Contrasted with the *IPT*, this assessment is a speed or timed test with each of the above subtests taking 40 minutes working time to complete.

STUDENTS TESTED

Contrasted with the *IPT*, the eleventh grade achievement test is a required or every student assessment program.

A total of 11,917 examinees completed the *TAP*. With respect to special student characteristics, the following examinee counts were reported by category of individual difference.

CATEGORY	COUNT
Migrant	13
Learning disabled	121
Speech/Language impaired	11
Emotionally impaired	2
Mentally retarded	14
Deaf/Hard of Hearing	6
Blind/Partially sighted	3
Chapter I (Educationally disadvantaged)	37
TOTAL	207 (1.7% of total examinee population)

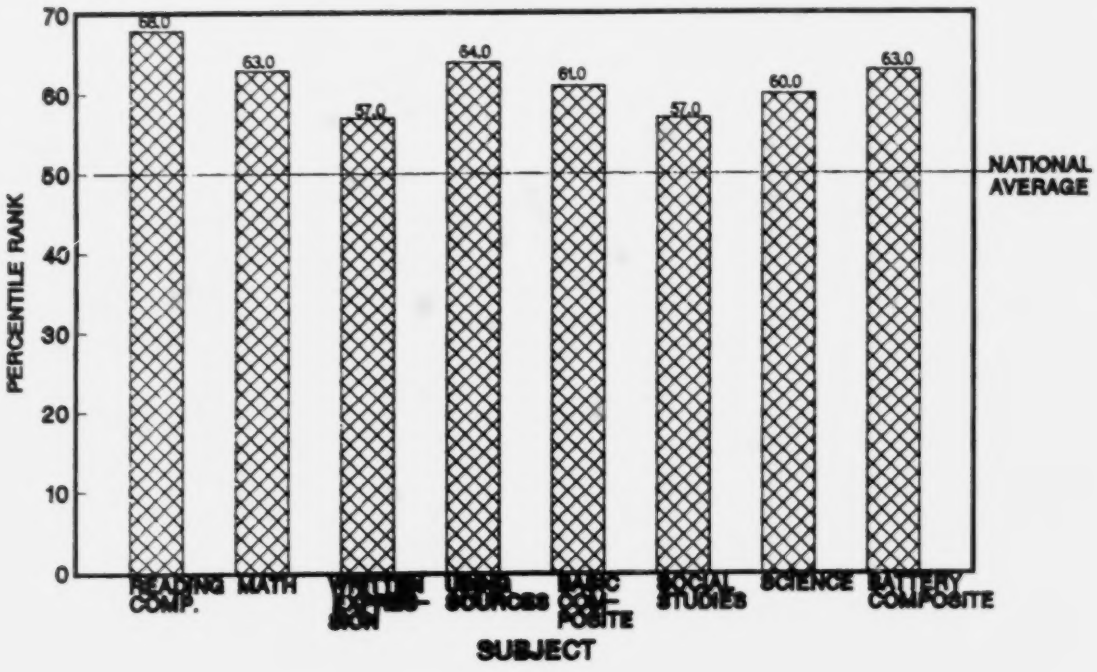
SUMMARY OF RESULTS

Statewide test results yielded a battery composite (all subtests) percentile rank of 63. This score indicates that Idaho eleventh grade students performed as well or better than 63% of their grade level counterparts across the nation. The national percentile rank for average performance on the total test battery is 50.

In specific subtest areas, Idaho examinees achieved percentile ranks of 68 in reading comprehension, 63 in mathematics, 57 in written expression, 64 in using sources of information, 57 in social studies and 60 in science. Comparative state-national outcomes by subject matter area are displayed in TABLE TAP-1.

- TABLE TAP-1 -

TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)
ELEVENTH GRADE PERFORMANCE SUMMARY
1985



In general, to determine the significance of individual student scores and local school district results, consumers are advised to use the following subtest-specific descriptive statistics reported in standard score units (+/- 1 s.d. = significance).

	INDIVIDUAL STUDENT DATA			GROUP (SCHOOL) DATA		
SUBTEST	MEAN STD. SCORE	STANDARD DEVIATION	RANGE	MEAN STD. SCORE	STANDARD DEVIATION	RANGE
Reading Comprehension	192.2	26.2	97-271	191.0	6.8	163.9-205.6
Mathematics	185.6	20.8	103-250	184.5	5.1	163.2-195.6
Written Expression	187.3	29.7	83-286	185.0	8.7	143.1-207.1
Using Sources Of Information	195.1	29.2	84-279	193.1	7.5	164.1-208.1

TAP STANDARD SCORE UNITS (Cont'd)

SUBTEST	INDIVIDUAL STUDENT DATA MEAN STD. SCORE	STANDARD DEVIATION	RANGE	GROUP (SCHOOL) DATA MEAN STD. SCORE	STANDARD DEVIATION	RANGE
Basic Composite	190.1	23.5	103-262	188.4	6.5	158.8-202.5
Social Studies	191.3	26.1	98-270	189.7	7.7	155.9-208.1
Science	192.2	25.4	101-274	190.9	7.2	154.9-209.1
Battery Composite	190.7	23.0	109-256	189.1	6.5	157.6-203.4

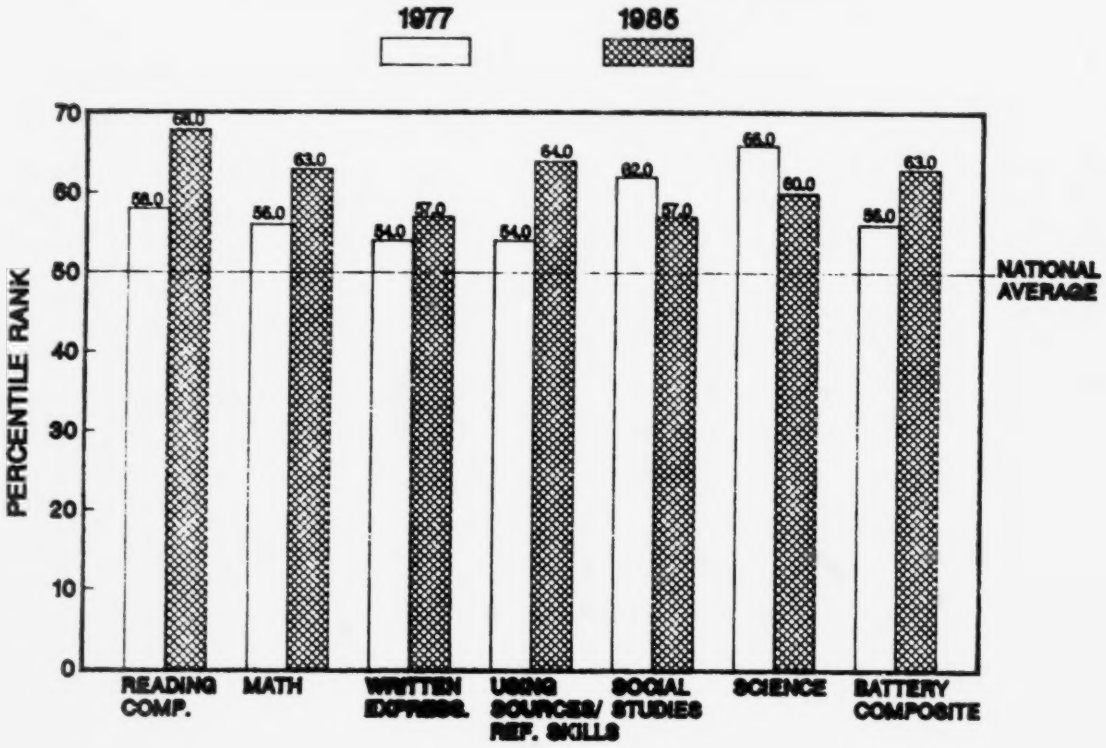
To make even finer discriminations, descriptive data sets have been created by class size and are included as enclosures to this report.

In 1977, a standardized norm-referenced achievement test comprised of like subtests was administered statewide at the eleventh grade level. Although test content and norms vary across assessment programs, a gross comparison of test results can be made between administrations. As indicated in TABLE TAP-2, achievement gains are apparent in the subject matter areas of reading comprehension, mathematics, written expression and using sources of information. Conversely a decline in achievement in social studies and science is evident. The latter trend may be attributable to the dramatic changes that have occurred in these two disciplines in recent years, changes reflected in test content but not yet in curriculum practices.

In TABLE TAP-3, a delineation of statewide test results by content area and component subskills (in italics) is provided.

- TABLE TAP-2 -

STATEWIDE ACHIEVEMENT TESTING PROGRAMS
ELEVENTH GRADE PERFORMANCE SUMMARIES



- TABLE TAP-3 -

TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)
CRITERION-REFERENCED SKILLS ANALYSIS

SUBJECT/SUBSKILL	AVERAGE % CORRECT-STATE	AVERAGE % CORRECT-NATION
READING COMPREHENSION	69	67
Textbook	65	65
Everyday	71	68
Fact	75	73
Inference	67	66
Generalization	64	64

SUBJECT/SUBSKILL	AVERAGE % CORRECT-STATE	AVERAGE % CORRECT-NATION
MATHEMATICS	59	56
Operations	73	69
Equivalent Forms & Order	57	51
Common Applications	56	55
Algebra	*53	54
Geometry & Measurement	59	55
Statistics, Graphs & Tables	69	67
Basic Mathematical Principles	47	45
Computation	70	67
Concepts	60	57
Problem Solving	53	52
WRITTEN EXPRESSION	58	57
Spelling & Capitalization	59	57
Punctuation	64	61
Grammar & Usage	61	60
Organization	55	54
Forms	*49	50
Factual Identification	*54	55
Comprehension and Application	59	59
Analysis & Synthesis	56	55
Evaluation	56	54
USING SOURCES OF INFORMATION	74	71
Map Reading	77	71
Determining Direction, Distance & Elevation	64	55
Interpreting Data & Inferring Conditions	81	76
Reading Graphs & Tables	70	65
Determining Amounts & Comparing Quantities	75	70
Interpreting Relationships	65	59
Knowledge & Use of Reference Materials	75	74
Using Tables of Contents and Indexes	75	74
Using the Dictionary	71	71

SUBJECT/SUBSKILL	AVERAGE % CORRECT-STATE	AVERAGE % CORRECT-NATION
USING SOURCES OF INFORMATION (Cont'd)		
Using General Reference Materials	*71	72
Identification	82	79
Comprehension	71	66
Application	*73	74
Inference	69	66
SOCIAL STUDIES	60	58
Historical Perspective	62	61
Patterns and Systems	60	58
Economic	61	57
Geographic	65	61
Political	60	60
Social & Anthropologic	59	56
Related Social Sciences	*61	64
Knowledge	65	65
Understanding	61	59
Generalization	58	56
Evaluation	57	55
SCIENCE	55	53
Nature of Science	55	53
Biology	59	55
Earth & Space Science	63	61
Chemistry & Physics	47	45
Knowledge	59	56
Application	47	46
Explanation	61	56
Experimental Methods & Techniques	53	50
APPLIED PROFICIENCY SKILLS	74	71
Obtaining Information	79	76
Primarily Verbal Materials	75	73
Visual Materials	86	80
Reference Materials	80	79
Communicating Ideas to Others in Writing	57	57
Applied Mathematics	68	64

Based on an analysis of this comparative data, Idaho public school students at the ending eleventh grade evidenced a level of competence equal to or better than their grade level peers nation-wide in all tested content/subskill areas except those denoted with an asterisk above. These are:

MATHEMATICS

Algebra: algebraic equations, inequalities, graphs, use of algebraic language, and formulas.

WRITTEN EXPRESSION

Forms: organization, interrelation of ideas and selecting proper placement of words in letters and themes.

Factual Identification: determining whether a presented fact is correct or incorrect.

USING SOURCES OF INFORMATION

General reference material: the encyclopedia, almanac, the *Reader's Guide to Periodic Literature*, and a library card catalog.

Application: drawing on previously learned skills to answer questions and solve problems which are contained in test materials presented.

SOCIAL STUDIES

Related social studies: law, religion, ethics, psychology, and public health.

An additional statewide report which breaks down student performance by reported category of individual difference is included as an enclosure to this report.

EXTERNAL TESTING PROGRAMS

THE AMERICAN COLLEGE TESTING PROGRAM (ACT)

PURPOSES

The *ACT Assessment* is classified as a standardized achievement test but is often used as a predictive instrument in screening students for entry to college. This multiple subtest battery is designed to help students develop post-secondary educational plans and to assist colleges in providing instructional and extracurricular programs suited to the needs and characteristics of individual applicants.

DESCRIPTION

Administered five times a year at publisher-designated centers, the *ACT Assessment* is comprised of four cognitive tests that are oriented toward broad areas of secondary and post-secondary instruction.

English Usage measures understanding of the conventions of standard written English and use of basic elements of effective expository writing: punctuation, grammar, sentence structure, diction, style, logic, and organization.

Mathematics Usage measures mathematical reasoning and emphasizes the solution of practical problems rather than memorization of formulas, knowledge of techniques or computational skill.

Social Studies Reading measures the ability to read, analyze, and evaluate social studies material. Areas tested include: History, Government, Economics, Sociology/Anthropology, and Psychology.

Natural Sciences Reading measures the interpretation, analysis, evaluation, critical reasoning, and problem-solving skills required in the natural sciences.

All test items are multiple choice in construction with four alternative choices provided.

In addition to these four academic tests, the *ACT* battery includes an inventory through which student interest across six basic career dimensions is measured and a student profile through which biographical data and information pertinent to post-secondary plans is collected.

STUDENTS TESTED

This year, a total of 6,649 college-bound Idaho secondary students completed the *ACT Assessment*. Down from the 1983-84 N-count of 7,366, this level of participation represents the most significant decline in the Idaho test-taking population during the last 18-year reporting period. Of the 1985 examinees, 5,096 were identified as high school seniors; 1,347 were juniors in class standing; and 206 were categorized as "other/no response". Regarding sex distribution, 3,076 were male and 3,573 were female. This data represents a general decline in participation across all categories of membership.

Other selective demographic information descriptive of Idaho *ACT* participants follows:

ETHNIC BACKGROUND	% STATE	% REGION	% NATION
American Indian	1	1	1
Black	0	2	8
Caucasian	91	89	82
Mexican American	2	2	2
Oriental	1	1	2
Hispanic	0	1	1
Other/Prefer No Response	4	3	3

SUMMARY OF RESULTS

Student performance on each of the four cognitive tests of the *ACT Assessment* is reported in standard score units on a scale that generally ranges from 1 (low) to 36 (high). The maximum standard score attainable differs for each test in the *Assessment* battery: *English Usage*, 33; *Mathematics Usage*, 36; *Social Studies Reading*, 34; and *Natural Sciences Reading*, 35.

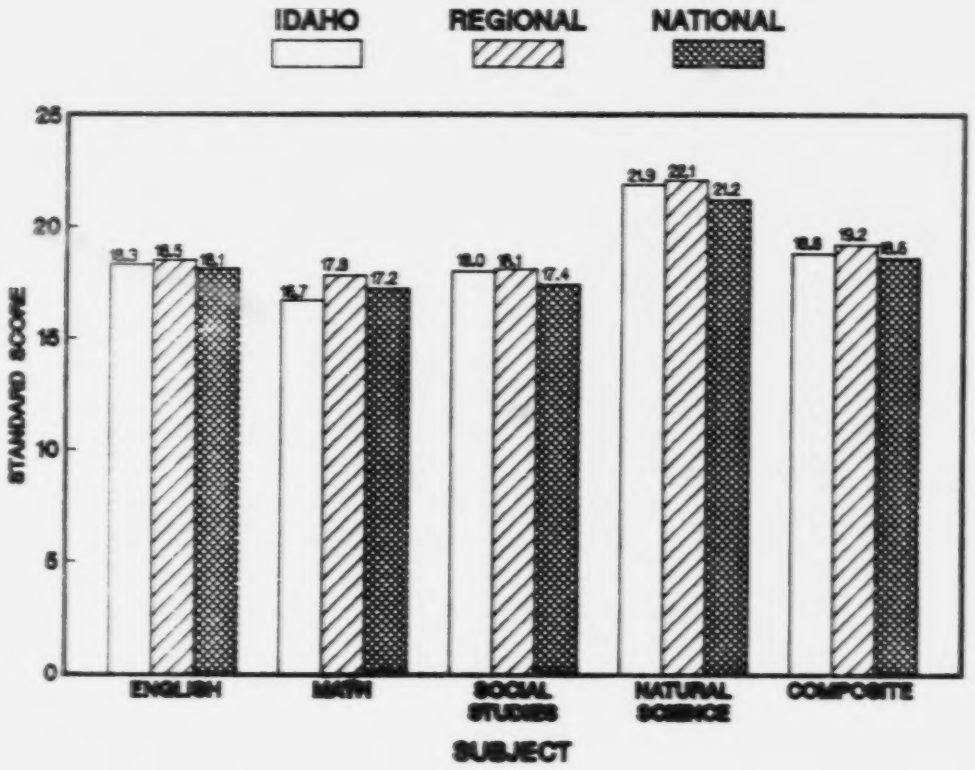
The mean composite score (the average of the four test standard scores) earned by Idaho students completing the *ACT* is 18.8 or the 51st percentile rank. This score, achieved by nearly 53% of the state examinees, is a .2 of a standard score unit above the national mean composite of 18.6 but .4 of a standard score unit below the regional (Idaho, Colorado, Kansas, Montana, Nebraska, North/South Dakota, Utah, and Wyoming) mean composite score of 19.2.

Regarding performance in specific subject areas, the mean standard score in English is 18.3 (44th state percentile rank), Mathematics is 16.7 (49th state percentile rank), Social Studies is 18.0 (48th state percentile rank) and Natural Sciences is 21.9 (49th state percentile rank). Refer to TABLE ACT-1 for a graphic presentation of Idaho state, regional, and national outcomes by subject area test.

- TABLE ACT-1 -

AMERICAN COLLEGE TESTING PROGRAM

1985 PERFORMANCE SUMMARY



Standard deviations for individual student scores earned in subject areas tested are as follows.

English	5.1
Mathematics	7.6
Social Studies	7.0
Natural Sciences	6.2
Composite	5.6

A review of *ACT Assessment* performance trends over the preceding nineteen years is posted in TABLE ACT-2. While Idaho's *ACT* composite score has declined slightly by .1 of a standard score unit since last school year, a leveling off has occurred over the last five years. Scores in English and Social Studies have essentially stabilized over this same period of time while

the Mathematics mean score dipped dramatically this year after a gradual ascent the preceding three years. Contrasted with other subject area performance trends, scores in Natural Sciences have been generally climbing over the last nineteen years of *ACT Assessment* administration.

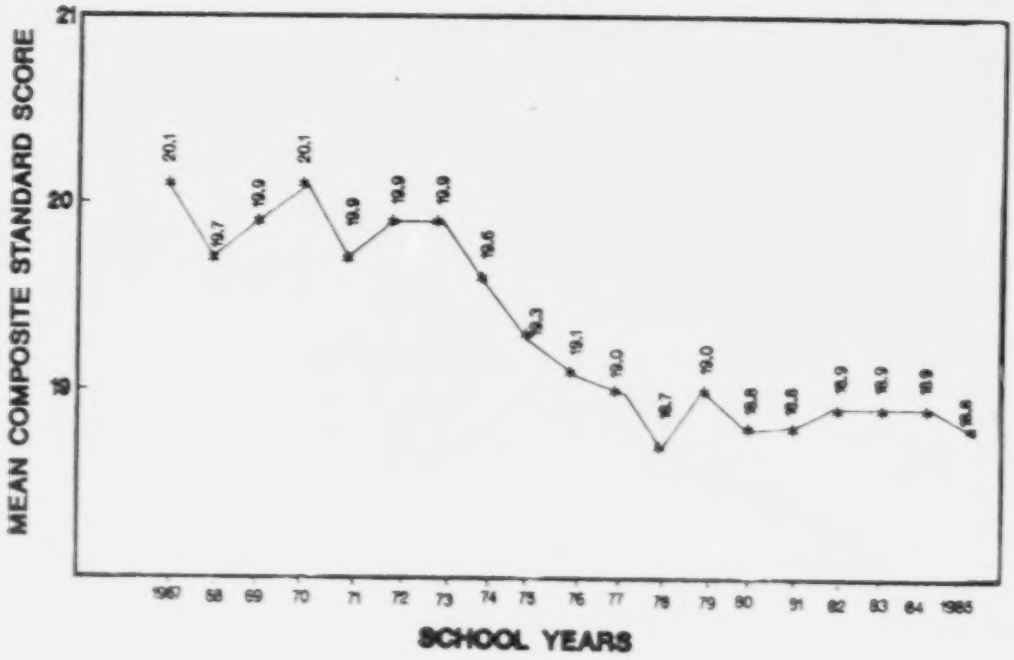
- TABLE ACT-2 -

AMERICAN COLLEGE TESTING PROGRAM

LONGITUDINAL STATEWIDE PERFORMANCE TRENDS

1967 - 1985

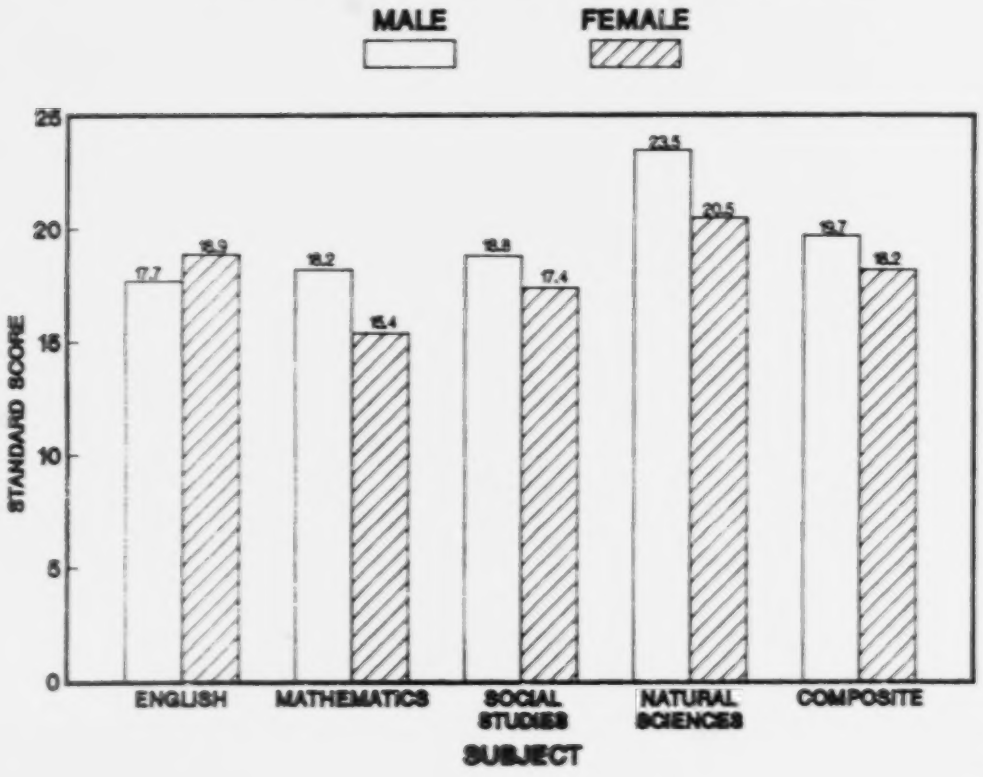
*



As indicated in TABLE ACT-3, men, in general, registered higher composite scores evidencing relative content area strengths in mathematics, social studies and natural sciences. Women, however, outperformed men in the subject of English. Although this has been a consistent pattern in performance over the last ninteen years of *ACT* administration, the gap in achievement appears to be widening in Social Studies and Natural Sciences, and narrowing in English and Mathematics.

- TABLE ACT-3 -

AMERICAN COLLEGE TESTING PROGRAM
1985 STATEWIDE PERFORMANCE SUMMARIES BY SEX



Aggregated outcomes of student surveys conducted in conjunction with the *ACT Assessment* are depicted in TABLES ACT-4 and ACT-5. In general, the majority of student respondents (88%) rate their high school experiences as "average" to "excellent" in overall quality as evidenced in TABLE ACT-4. Regarding degree of satisfaction/dissatisfaction with selected aspects of their schooling, this same respondent population is more evenly divided on issues related to the number/variety of available course offerings, school rules and regulations, laboratory facilities, provisions for academically accomplished and learning problem students, and most significantly, career education and planning activities. Findings somewhat corroborative of this latter need can be found in TABLE ACT-6, where it is reported that 53% of *ACT Assessment* takers intend to seek assistance with educational/occupational planning when entering postsecondary placement.

- TABLE ACT-4 -

AMERICAN COLLEGE TESTING PROGRAM
STUDENT SATISFACTION WITH VARIOUS ASPECTS OF THE LOCAL HIGH SCHOOL

	SATISFIED, NO CHANGE NECESSARY	PRETTY MUCH NEUTRAL	DISSATISFIED, IMPROVEMENT NEEDED	NO EXPERIENCE
Classroom Instruction	58%	27%	14%	0%
No. & Variety of Course Offerings	41%	18%	40%	0%
Grading Practices & Policies	56%	29%	15%	1%
No. & Kinds of Tests Given	55%	36%	8%	0%
Guidance Services	56%	23%	19%	2%
School Rules, Regulations & Policies	39%	25%	34%	1%
Library or Learning Center	52%	25%	21%	2%
Laboratory Facilities	40%	25%	24%	8%
Provisions for Special Help in Reading, Math, etc.	32%	23%	13%	32%
Provisions for Academically Outstanding Students	44%	22%	20%	13%
Adequacy of Programs in Career Education & Planning	35%	27%	31%	7%

- TABLE ACT-5 -

AMERICAN COLLEGE TESTING PROGRAM
EXPRESSED ADEQUACY OF H.S. EDUCATION BY PLACEMENT

	BUSINESS-COMMERCIAL	VOCATIONAL OCCUPATIONAL	COLLEGE PREPARATORY	OTHER OR GENERAL
Excellent	9%	8%	17%	7%
Good	47	45	50	39
Average	32	35	22	41
Below Average	6	9	5	9
Very Inadequate	6	4	6	4

Regarding occupational choice, business and commerce clearly emerges as a high interest area of major study for both Idaho men and women when their responses are aggregated. When their responses are isolated, men expressed preference for the engineering major followed by business and commerce, health professions, and computer and information services. Women tend to target business and commerce, health professions, education, and the social sciences as preferred educational majors. Refer to TABLE ACT-6 for detailed information.

- TABLE ACT-6 -

AMERICAN COLLEGE TESTING PROGRAM
PERCENTAGE DISTRIBUTIONS OF PLANNED EDUCATIONAL MAJORS

	MEN	WOMEN	TOTAL
Agriculture, & Forestry, etc.	7	2	4
Architecture	2	2	2
Biological Sciences	2	2	2
Business & Commerce	15	23	19
Communications	2	3	3
Computer & Informational Science	8	3	5
Education	3	11	8
Engineering	19	3	10
Fine & Applied Arts	4	6	5
Foreign Languages	0	1	1
Health Professions	9	17	13
Home Economics	0	2	1
Letters (Humanities)	1	1	1
Mathematics	1	0	1
Physical Science	2	1	1
Community Service	2	2	2
Social Sciences	5	8	6
Trade, Industry, & Technology	5	1	3
General Studies	1	2	2
Undecided	11	12	12

Compared to preferences expressed in the 1983-84 *ACT Assessment*, fewer examinees of both sexes are selecting computer and information science as an intended area of study and an increasing number of respondents are undecided regarding projected occupational choice.

THE COLLEGE ENTRANCE EXAMINATION BOARD
ADMISSIONS TESTING PROGRAM (ATP)

PURPOSES

The *ATP* consists of multiple assessment offerings, the most significant of which is the *Scholastic Aptitude Test (SAT)*, a standardized assessment widely used as an admissions tool to determine an individual's competence for satisfactory achievement in college. Generally classified as a multifactor aptitude test, the *SAT* is designed to measure those verbal and mathematical reasoning abilities purported to be related to successful academic performance in college.

In addition to *SAT*, the *ATP* battery includes two supplemental achievement test components, the *Test of Standard Written English (TSWE)* and the *Achievement Tests*. The *TSWE* is administered to assist in the placement of entering college students in freshman English courses. Results of the *Achievement Tests* can be used for admissions and/or placement purposes.

DESCRIPTION

ATP assessments are administered six times annually at testing centers established and controlled by the publisher. The *SAT* is a 2 1/2-hour multiple choice examination which consists of separately timed verbal and mathematical sections; the *TSWE* is a 30-minute assessment comprised of multiple choice items measuring the ability to recognize conventional written English found in most college texts and used in developing written college work; and the *Achievement Tests* consist of multiple 1-hour subtests designed to measure knowledge and the ability to apply that knowledge in the content areas of English composition, literature, American history, mathematics (two levels of difficulty), biology, physics, chemistry, French and Spanish. Each of the achievement measures is comprised of multiple-choice items with the exception of the December edition of the English composition test which is composed of a 40-minute multiple-choice examination and a 20-minute direct writing assessment.

In addition to these aptitude and achievement measures, the *ATP* battery inludes a *Student Description Questionnaire (SDQ)* through which device information pertinent to background, academic record, extracurricular activities, and college course of study plans are elicited.

STUDENTS TESTED

This year, a total of 1,414 college-bound seniors completed the *SAT* and the *TSWE*, up significantly from the 1,073 senior-secondary students participating in the 1983-84 examination. Of this count, 686 examinees were men and 728 were women, the latter cohort comprising over 51% of the total test-taking population. Relatively fewer students participated in the achievement testing program, with 171 taking the English Composition subtest; 114, Mathematics-Level 1; 58, Mathematics-Level 2; 37, Chemistry; 31, American History; 34, Literature; 64, Biology; 19, Physics; 11, French; and 17, Spanish. A significant increase in the number of Biology tests administered taken was evident.

Other demogaphic information descriptive of Idaho's *ATP* population follows.

ETHNIC BACKGROUND	% STATE	% NATION
Black	0.4	8.9
American Indian	0.6	0.5
Caucasian	95.1	80.0
Mexican-American	0.9	2.2
Oriental	2.0	4.8
Hispanic	0.1	1.2
Other	0.8	0.4

SELF-REPORTED GRADE POINT AVERAGES

	MALE	FEMALE	TOTAL
3.75 - 4.00	31.7	32.0	31.9
3.00 - 3.74	16.0	20.4	18.3
3.25 - 3.49	14.1	11.8	12.9
3.00 - 3.24	14.1	12.4	13.2
2.75 - 2.99	7.9	6.9	7.4
2.50 - 2.74	7.5	7.3	7.4
2.25 - 2.49	4.2	3.4	3.8
2.00 - 2.24	2.7	3.3	3.0
Under 2.00	1.7	2.6	2.2
MEAN	3.35	3.36	3.35

These data represent a decrease in the mean reported grade point average for both men and women when comparing this year's test results to the previous year's administration.

SUMMARY OF RESULTS

1. *The SAT*

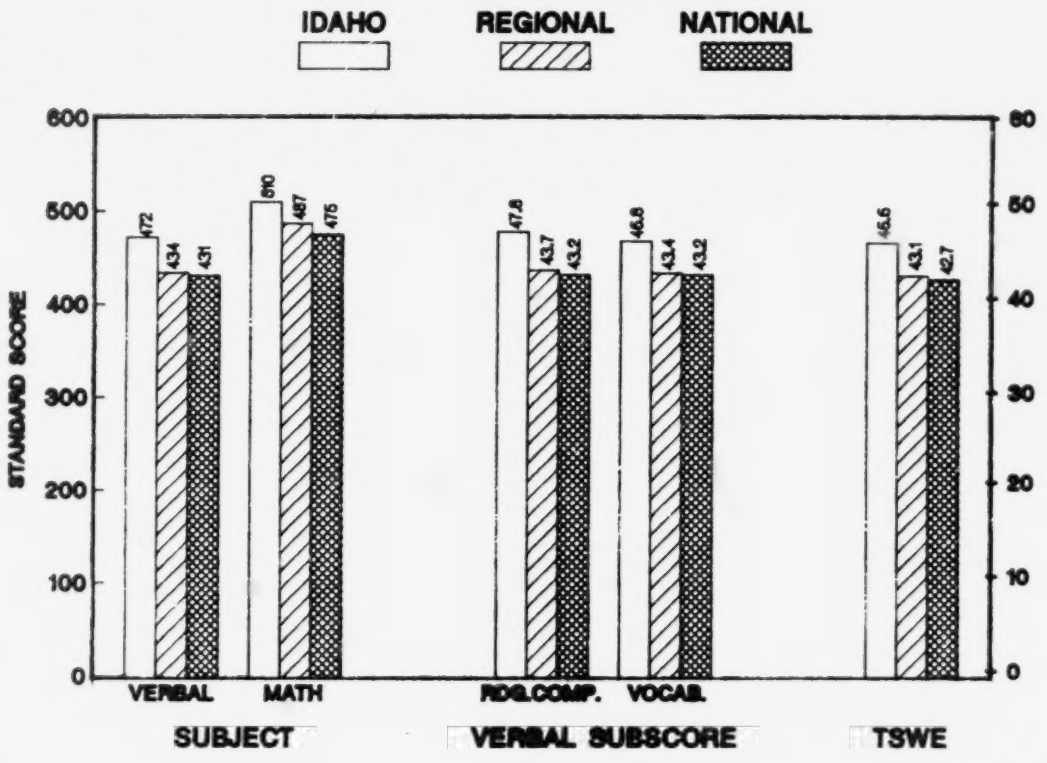
Performance on the *SAT* is reported in standard score units which range from 200 (low) to 800 (high). The mean composite *Verbal* and *Mathematical* scores for Idaho college-bound students completing this examination were 472 (66th national percentile rank) and 510 (62nd national percentile rank), respectively. While these outcomes exceed national and Western regional (Idaho, Washington, Oregon, California, Montana, Wyoming, Utah, Colorado, Arizona, Alaska and Hawaii) norms, they represent a continuing decline in performance compared to previous years' statewide results (see TABLE SAT-6). Contrasted with the state's downward trend, gains in performance were reported in both *Verbal* and *Mathematics* scores for both national and regional examinees. It is suggested that Idaho's decline can be attributed to the significantly greater level of participation (up 32%) evidenced this year.

A more detailed analysis of performance on the verbal section is available through isolation of reading comprehension (sentence completion and reading passages) and vocabulary (analysis and antonyms) subscores reported on a 20 (low) to 80 (high) point scale. Composite mean subscores for Idaho examinees were 47.8 (or 478 on the more familiar *CEEB* 200-800 standard score scale) in reading comprehension and 47.8 (or 478) in vocabulary. Again, these subscores surpass both Western region and national outcomes in the same component areas, but are consistent with the general decline evident across all *SAT* subtests. Refer to TABLE SAT-1 for a graphic presentation of test results.

- TABLE SAT-1 -

SCHOLASTIC APTITUDE TEST AND TSWE

1985 PERFORMANCE SUMMARY



Standard deviations for individual student scores earned in test content and verbal subscore areas are as follows.

Verbal	10.3
Reading Comprehension	10.9
Vocabulary	10.7
Mathematics	11.0

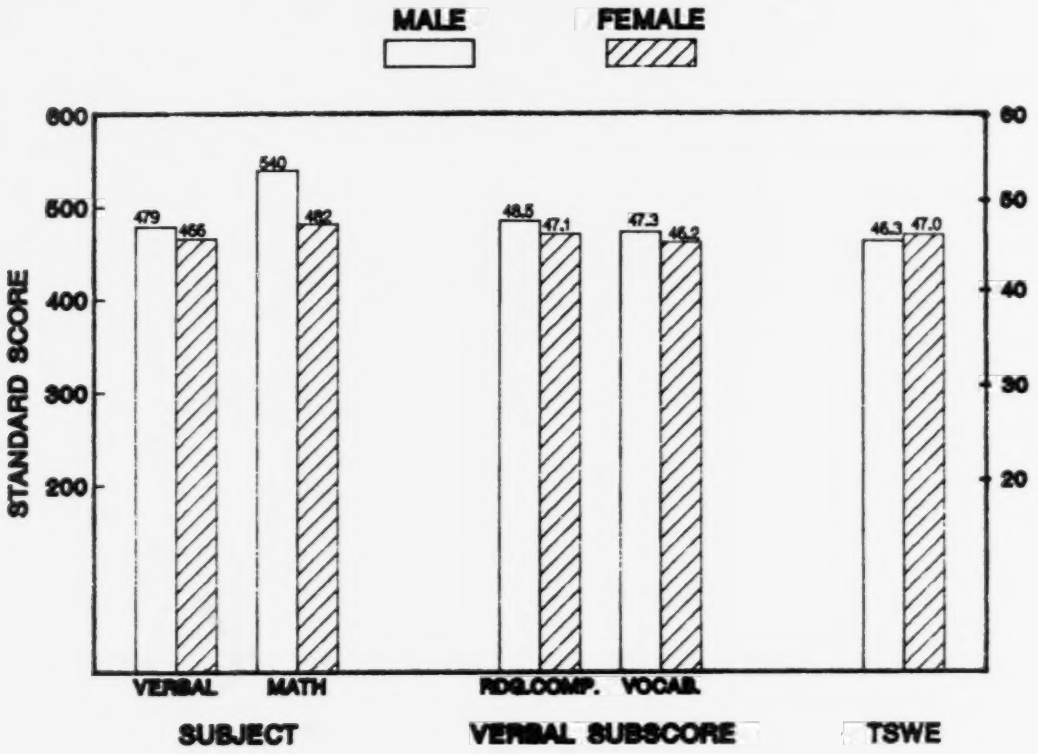
As indicated in TABLE SAT-2, men outperformed women examinees in both the *Verbal* (479 compared to 466) and *Mathematical* (540 compared to 482) sections of the *SAT* battery. This trend was also evident at the regional and national levels.

Compared to the 1983-84 *SAT* administration, *Verbal* scores for both Idaho men and women have declined. On the *Math* component, however, the average score earned by men increased while that reported for women test-takers decreased. A review of national performance trends indicates that gains in *Verbal* and *Math* score averages were registered for both male and female examinees.

- TABLE SAT-2 -

SCHOLASTIC APTITUDE TEST AND TSWE

1985 PERFORMANCE SUMMARY BY SEX

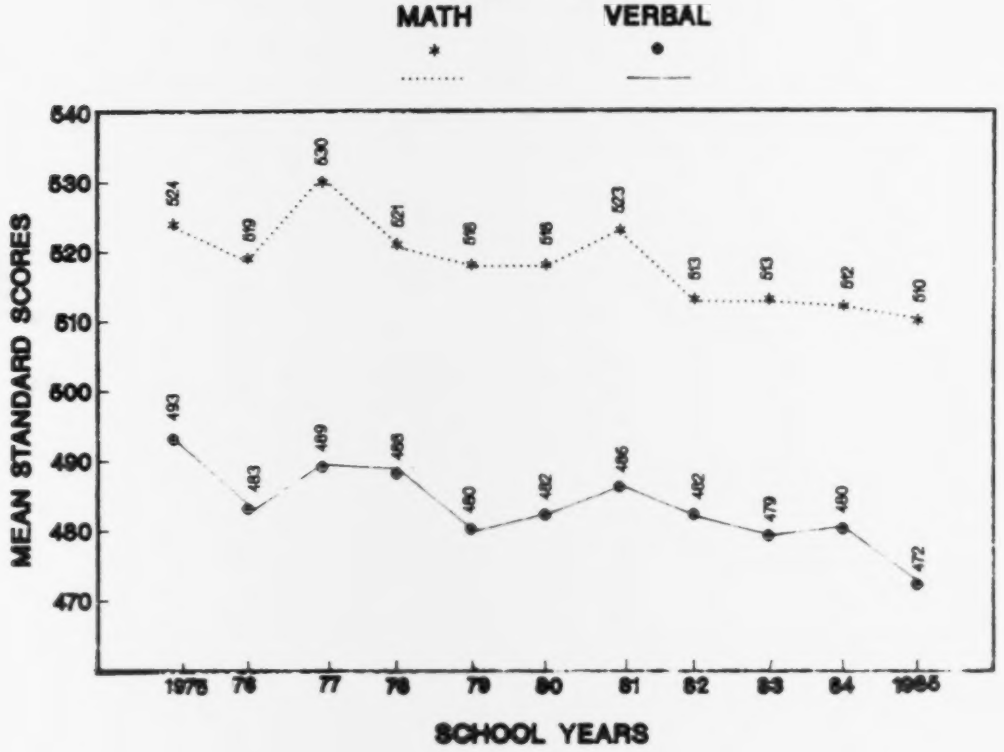


These differences by sex appear to be widening, partly attributable to the greater number of women participating in this assessment program.

For a graphic presentation of historical performance trends, refer to TABLE SAT-3. With the exception of relative peaks in performance in 1977 and 1981, a persistent gradual decline in both *SAT* test areas is evident. This year's *Verbal* and *Math* scores are the lowest measures recorded over the last ten-year reporting period.

- TABLE SAT-3 -

SCHOLASTIC APTITUDE TEST
LONGITUDINAL STATEWIDE PERFORMANCE TRENDS
1975 - 1985



2. *The TSWE*

Scores for this assessment are reported on a 20 (low) to 60+ (high) point scale. As depicted in TABLE SAT-1, Idaho participants achieved a composite score of 46.6 (60th national percentile rank) which exceeded both regional and national scores, reported at 43.1 (48th national percentile rank) and 42.7 (near 48th national percentile rank), respectively. The standard deviation for individual student scores earned on the *TSWE* is 9.5.

Contrasted with historical performance trends on the *SAT*, women outperform their male *TSWE* counterparts having registered a standard score of 47.0 (60th national percentile rank), compared to 46.3 (57th national percentile rank) for men. This performance advantage appears to be narrowing, however, with the passage of time.

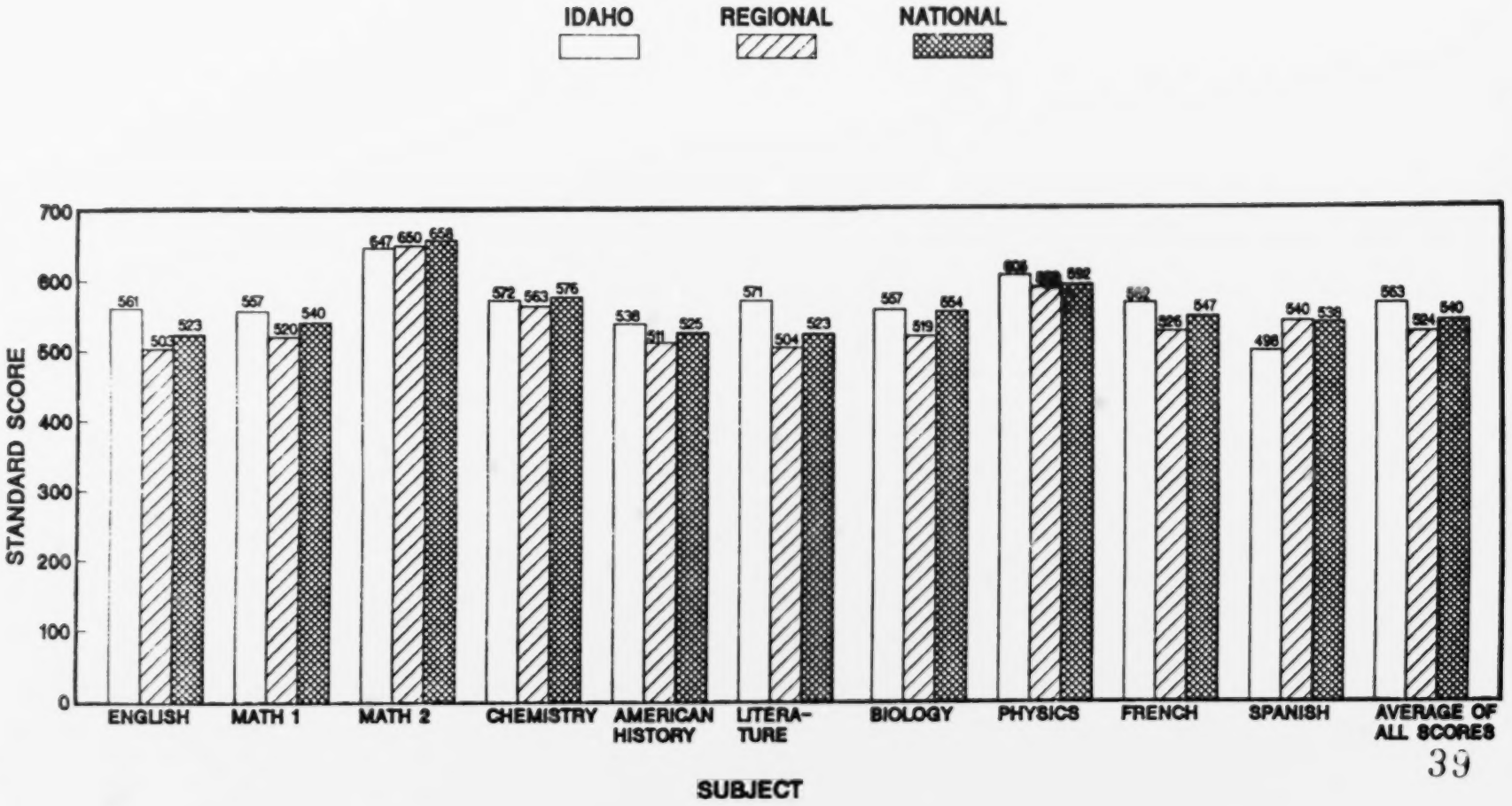
3. *The Achievement Tests*

Relatively fewer students participate in the *ATP* achievement testing program with about one out of every five *SAT*-takers also completing one or more of the available achievement measures. Scores received through this assessment program range from 200 (low) to 800 (high).

- TABLE SAT-4 -

SAT ACHIEVEMENT TEST

1985 PERFORMANCE SUMMARY



Complete statewide results for Idaho *Achievement Test* examinees can be found in TABLE SAT-4. Of the ten tests completed, state examinees exceeded both regional and national performance outcomes in all subjects except *Mathematics (Level 2)*, *Chemistry*, and *Spanish*. In *Mathematics*, the composite statewide mean was 647 (about 43rd national percentile rank), compared to 650 and 658 for the region and nation, respectively. Idaho *Chemistry* test-takers scored 572 compared to national counterparts who scored 576. In *Spanish*, state examinees earned a mean standard score of 498 (about 44th national percentile rank) compared to regional and national outcomes of 540 and 538, respectively. (It is important to note that Idaho participants numbered only 17 in the *Spanish* test.)

Compared to mean scores attained in the 1983-84 administration, Idaho performance has slipped on all *Achievement Test* content area examinations except *Literature* and *Physics*, in which subtests gains of 19 and 45 standard score units, respectively, were registered.

4. *The SDQ*

Selected aggregated outcomes on the *Student Data Questionnaire* administered in conjunction with the *ATP* battery are presented in TABLES SAT-5 and 6.

Priority special assistance needs included educational and vocational/career counseling with a combined response rate of 62.6%, part-time employment at 45.7%, and study skills at 24.8%.

- TABLE SAT-5 -

SCHOLASTIC APTITUDE TEST
Expressed Plans to Ask College for
Special Assistance by Areas of Need

Educational Counseling	40.3%
Vocational/Career Counseling	22.3
Mathematical Skills	17.4
Reading Skills	8.7
Writing Skills	14.4
Study Skills	24.8
Part-Time Work	45.7
Personal Counseling	3.8
Total Seeking Assistance	82.1

A comparison of this year's expressed needs with those affirmed in the 1983-84 *SDQ* administration indicates a slight decline in intentions to seek educational-vocational/career counseling, help in writing skills, and part-time employment, with an increase in help needed in mathematical skills reported. All other needs remain essentially constant.

Priority intended areas of study, as indicated by both men and women, include business and commerce at 17.8% (up 2.7%), engineering at 16.1% (down 4.3%), a rate heavily influenced by male respondents, and health and medical at 15.0% (up 2.7%), a rate influenced by female respondents. For career development purposes, a detailed presentation of intended areas of study follow.

- TABLE SAT-6 -

SCHOLASTIC APTITUDE TEST
INTENDED AREAS OF STUDY

	Male %	Female %	Total %	SAT Verbal Mean	SAT Math Mean
Arts and Humanities	7.6	12.9	10.3	484	482
Architecture/Environmental Design	1.5	0.5	1.0	445	506
Art	1.6	4.1	2.9	439	448
English/Literature	1.2	2.9	2.1	563	509
Foreign Languages	0.6	1.9	1.2	473	473
Music	1.7	1.5	1.6	498	507
Philosophy and Religion	0.7	0.3	0.5	469	473
Theater Arts	0.3	1.7	1.0	465	458
Biological Science & Related Areas	18.6	21.6	20.2	478	521
Agriculture	1.6	0.7	1.1	431	467
Biological Sciences	3.9	3.8	3.4	507	531
Forestry/Conservation	1.0	0.4	0.7	404	458
Health and Medical	13.1	16.7	15.0	478	525
Business, Commerce and Communications	16.2	25.2	20.9	451	480
Business & Commerce	14.7	20.6	17.8	443	478
Communications	1.5	4.6	3.1	498	492
Physical Sciences & Related Areas	42.4	12.2	26.6	494	564
Computer Science/ Systems Analysis	9.8	3.1	6.2	491	557
Engineering	26.6	6.5	16.1	485	557
Mathematics	1.2	1.3	1.2	495	595
Physical Sciences	4.8	1.3	3.0	544	604
Social Science & Related Areas	11.1	22.3	16.9	470	475
Education	1.3	5.6	3.5	435	475
Ethnic Studies	0.0	0.0	0.0	-	-
Geography	0.0	0.1	0.1	-	-
History and Cultures	0.4	0.5	0.5	519	506
Home Economics	0.0	0.9	0.5	437	450
Library Science	0.0	0.0	0.0	-	-
Military Science	1.5	0.3	0.8	467	513
Psychology	1.3	6.9	4.2	442	449
Social Sciences	6.6	8.0	7.3	504	506
Miscellaneous	4.2	5.8	5.1	477	517
Other	0.3	0.8	0.6	401	464
Trade and Vocational	0.6	0.0	0.3	-	-
Undecided	3.3	5.0	4.2	493	525

In general, increased interest is evident in the biological and related sciences (influenced by the attraction to health and medical); business, commerce, and communications; and social and related sciences (influenced by the attraction to psychology). A decline in expressed interest in arts and humanities and physical and related sciences is also indicated.

ADVANCED PLACEMENT EXAMINATIONS

PURPOSES

The *Advanced Placement (AP)* examinations are achievement measures administered to advanced secondary school students to determine eligibility for college credit and/or admission to accelerated course(s) of study.

DESCRIPTION

Administered annually in May, *AP* examinations are substantially curriculum dependent and consist of both objective and essay test items. Examination offerings are extensive and assess in essentially fourteen subject matter areas: American history, art, biology, chemistry, computer science, English, European history, French, German, Latin, math, music, physics, and Spanish.

Most examinations are three hours in length but some require an hour and a half or two hours to complete.

STUDENTS TESTED

A total of 598 Idaho secondary students (2% of the state's 11th and 12th grade student population) representing 26 out of 137 high schools participated in the 1985 *AP* examinations. These student and school counts represent a significant increase in level of participation compared to the 1984 examinee population of 331 from 19 schools. Data regarding distribution by sex and grade placement are not available.

Other demographic information descriptive of the Idaho *AP* examination population follows.

ETHNIC BACKGROUND	STATE %
Black	1
Caucasian	86
Mexican American	1
Oriental	2
Other/No Response	10

Comparative regional and national data regarding examinee characteristics are not available.

SUMMARY OF RESULTS

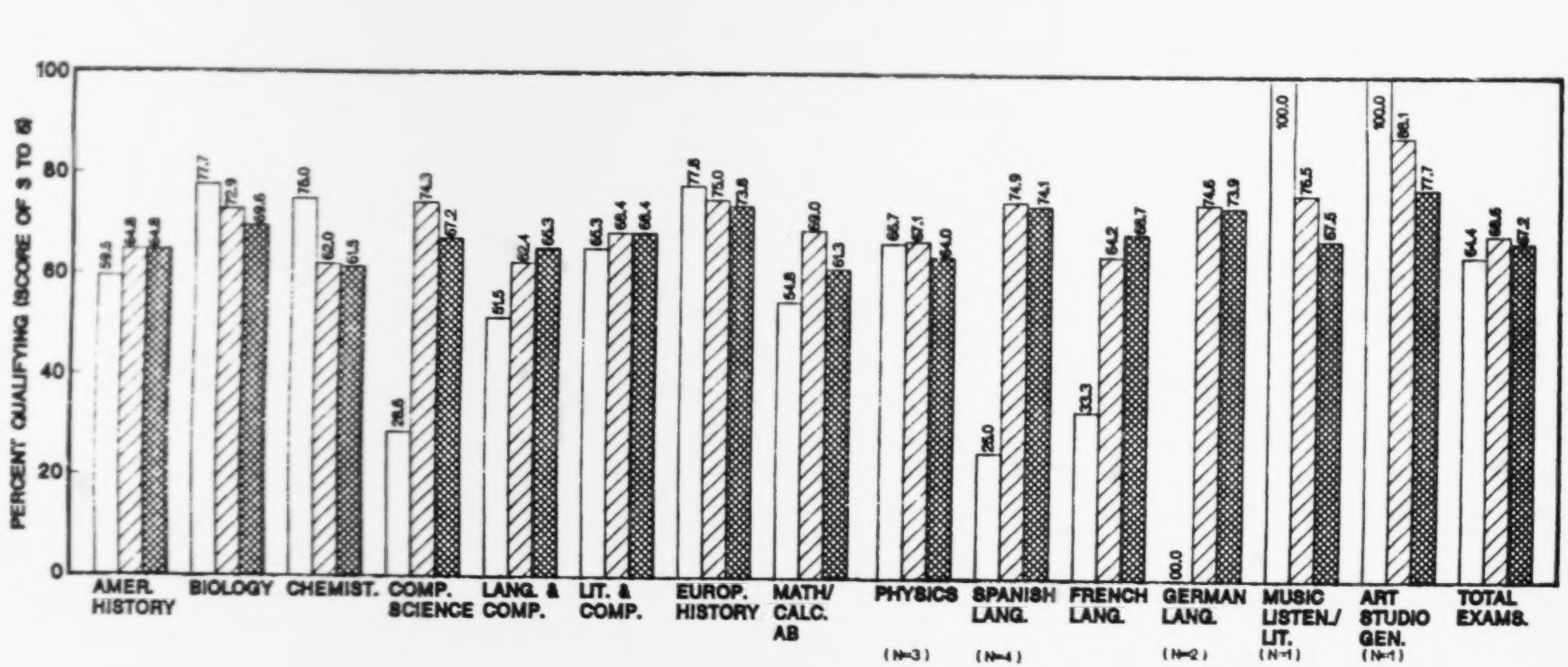
Performance on each of the *AP* examinations is assessed on a five-point scale: 5 - extremely well qualified; 4 - well qualified; 3 - qualified; 2 - possibly qualified; and 1 - no recommendation. A grade of 3 or better is generally accepted as the minimum criterion of mastery although qualification standards tend to vary with the receiving institution.

In overall perspective, 385 (64.4%) out of 598 Idaho *AP* examinees received a grade of 3 to 5, qualifying as candidates for advanced placement/college credit. This is a lower qualifying percentage than that reported for both regional and national examinees.

TABLE AP - 1

ADVANCED PLACEMENT EXAMINATION

1985 PERFORMANCE SUMMARY



Refer to TABLE AP-1 for a breakdown in statewide performance patterns across content area examinations. In brief, the percent of qualifying state students surpassed regional and national percentages in five of the 14 examinations taken. However, Idaho qualifying percentages fell behind both regional and national outcomes in American History, Computer Science, English Language and Composition, English Literature and Composition, Math/Calculus (difficulty level AB) and French, German, and Spanish Language. The Idaho qualifying percentage fell behind the regional qualifying percentage in Physics.

Compared to 1984 summary *AP* data, fewer examinees overall qualified for advanced placement/credit in 1985. A study of performance on individual content area examinations indicates that more Idaho students presently qualify in Biology, European History, and Math/Calculus-AB. Conversely, a decline in students qualifying in American History, Chemistry, Computer Science, English Language and Composition, English Literature and Composition, Physics, and Spanish Language, is evident. Fluctuations in performance across school years can likely be attributed to numbers and preparation of students taking this assessment.

THE COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

PURPOSES

The *CLEP* assessments are achievement measures through which examinees can earn college credit by examination, satisfy occupational placement or professional licensing requirements, or assess educational progress and attainment.

DESCRIPTION

Administered monthly at authorized testing centers, the *CLEP* offers two types of assessment programs. The five General Examinations which consist of tests in *English composition, humanities, mathematics, natural sciences, social sciences*, and *history* constitute one battery. Each of these examinations contains 70 to 100 multiple-choice items requiring 60 minutes of working time to complete. The second assessment offering is comprised of 47 subject area examinations, each of which tests in a specific content field commonly offered in college. Each of the Subject Examinations consist of 90 to 120 multiple-choice items with many of these tests including an optional essay section which is forwarded to the credit-granting college for local appraisal when completed. Subject examinations require 90 minutes of working time per test.

STUDENTS TESTED

Relative to most other external assessment programs, fewer Idaho students participated in *CLEP* testing activities. This year, a total of 109 individuals of varying ages completed the General and/or Subject Examinations, a count which represents a slight increase in participation compared to the 1983-84 level of 98. Of these examinees, 39% were identified as men and 61% were women. Distribution by sex and age follows.

AGE	MALE	FEMALE
18 and under	3	20
19-21	17	2
22-25	8	6
26 and over	13	34
No response	1	5

As is apparent, relatively greater numbers of women under 18 years of age are taking the *CLEP* while this sex distribution pattern reverses for the 19-21 years of age group. Compared to regional and national participation trends, relatively greater numbers of Idaho females age 18 and under and males ages 19-21 are participating in the CLEP.

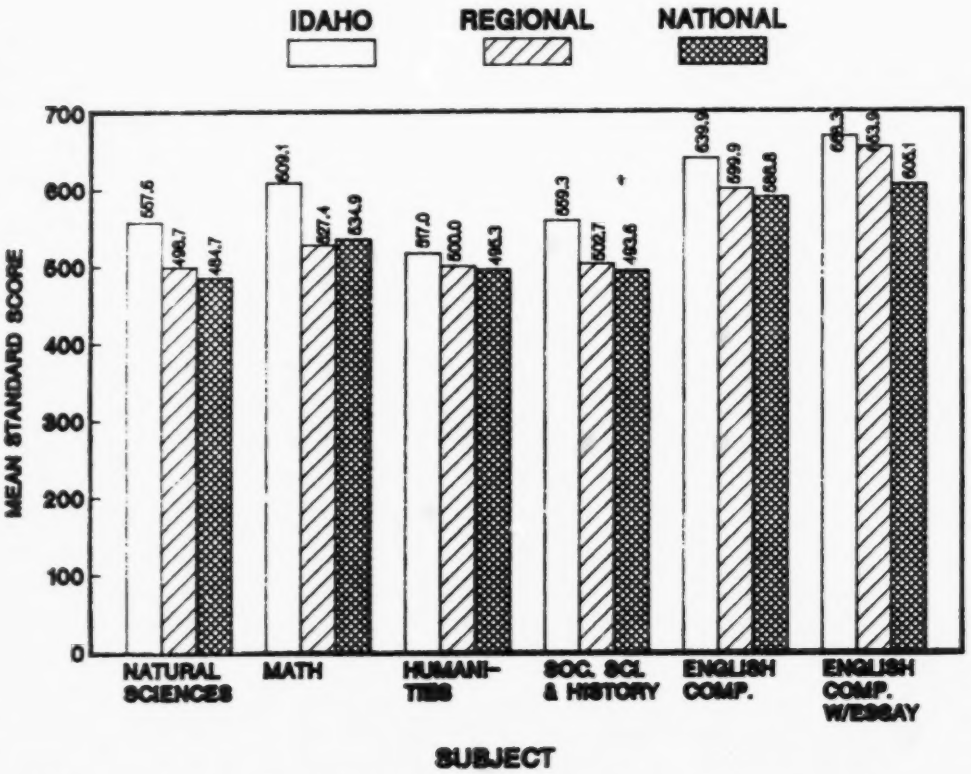
Data descriptive of other demographic characteristics are not available.

SUMMARY OF RESULTS

Scores on the General Examination are reported in familiar College Board 200-800 standard scale units. Idaho examinees surpassed their regional and national *CLEP* counterparts in all subtests of this battery as indicated in TABLE CLEP-1.

- TABLE CLEP-1 -

COLLEGE LEVEL EXAMINATION PROGRAM
1985 PERFORMANCE SUMMARY



A comparative analysis of test results over the last two administrations indicates that the mean standard scores for Idaho examinees have increased in *Mathematics* (by a substantial +41.6 standard score units), *Humanities* (+1.1), and *English Composition* (+26.8), but have declined in *Natural Sciences* (-28.5) and *Social Sciences/History* (-2.6).

Composite statewide performance on Subject Examinations should be interpreted with much caution considering the extremely low levels of participation. Idaho examinees outperformed their regional and national *CLEP* counterparts in all subject area assessments taken except *College Algebra-Trigonometry* (N=3), *Introductory to Business Law* (N=2), *Introductory Marketing* (N=1), *Freshmen English* (N=2), *College German - Levels 1 and 2* (N=2), and *Calculus with Elementary Functions* (N=1). Scores for state *CLEP* participants fell below regional test-takers in *Introductory Sociology* (N=4) and national examinees in *College Spanish* (N=14). See TABLE CLEP-2 below for details.

- TABLE CLEP-2 -

CLEP SUBJECT EXAMINATIONS
1985 PERFORMANCE SUMMARY

SUBJECT	MEAN STANDARD SCORE		
	IDAHO	REGIONAL	NATIONAL
College Algebra-Trigonometry	50.7	60.4	51.1
College Algebra	53.0	51.6	51.8
Introductory Business Law	48.5	50.4	51.9
General Biology	49.7	49.7	48.6
General Psychology	53.4	49.5	49.6
Introductory Accounting	59.8	51.3	48.8
Analysis & Interpretation of Literature	60.0	46.6	48.2
American Government	49.0	46.1	45.2
Introductory Sociology	55.3	55.9	54.7
Introductory Marketing	47.0	52.5	50.0
Educational Psychology	71.5	51.4	53.8
American Literature	45.0	44.4	45.0
Freshman English	52.5	56.2	53.8
College French - Levels 1 & 2	66.0	59.8	58.3
College Spanish - Levels 1 & 2	64.8	64.0	65.8
College German - Levels 1 & 2	59.5	63.7	59.7
College Composition	61.8	57.4	56.2
Calculus with Elementary Functions	28.0	54.3	48.5
American History 1: Through 1877	60.0	51.1	51.3
American History 2: 1965-1922	62.5	52.8	50.8
Western Civilization 1: Through 1648	60.5	51.1	51.3
Western Civilization 2: 1646-1942	62.5	62.9	61.6
Computers/Data Processing	68.5	62.9	61.6

THE PRELIMINARY SCHOLASTIC APTITUDE TEST/ NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT)

PURPOSES

The *PSAT/NMSQT* is an abbreviated version of the *Scholastic Aptitude Test (SAT)* usually administered to senior high school students in grades 10 - 12. This assessment is routinely taken to prepare for the *SAT*, to qualify for the two scholarship competitions administered by the National Merit Scholarship Corporation, and to assist examinees in identifying courses of study and non-classroom experiences useful in further developing competencies needed to do college work.

DESCRIPTION

The *PSAT/NMSQT* is administered at annual intervals (usually in October) at participating secondary schools and, as an essentially curriculum-free test, measures the same developed verbal and mathematical abilities assessed by the *SAT*. The *Verbal* component of this battery includes four types of questions: antonyms which are used to test breadth and depth of vocabulary; sentence completions which test the ability to recognize logical relationships among parts of a sentence; analogies which test the ability to establish/recognize relationships between pairs of words; and reading comprehension which tests for retention/application of information gleaned from reading material.

The *Mathematical* section tests the ability to apply basic quantitative reasoning skills in both familiar and new situations and is divided among arithmetic reasoning, algebra, and geometry.

Both the *Verbal* and *Mathematical* sections of the *PSAT/NMSQT* are comprised of multiple-choice questions which require 50 minutes of working time each to complete.

STUDENTS TESTED

This year, 3,091 Idaho students completed the *PSAT/NMSQT*. Down slightly from last year's level of participation, this examinee count represents 21.5% of the state's eleventh grade student population.

Of this count, 1,293 (41.8%) participants were identified as male and 1,798 (58.2%) as female. This distribution by sex represents an increase in the number of female examinees and a corresponding decrease in male test-takers.

Other demographic information descriptive of the Idaho *PSAT/NMSQAT* population follows:

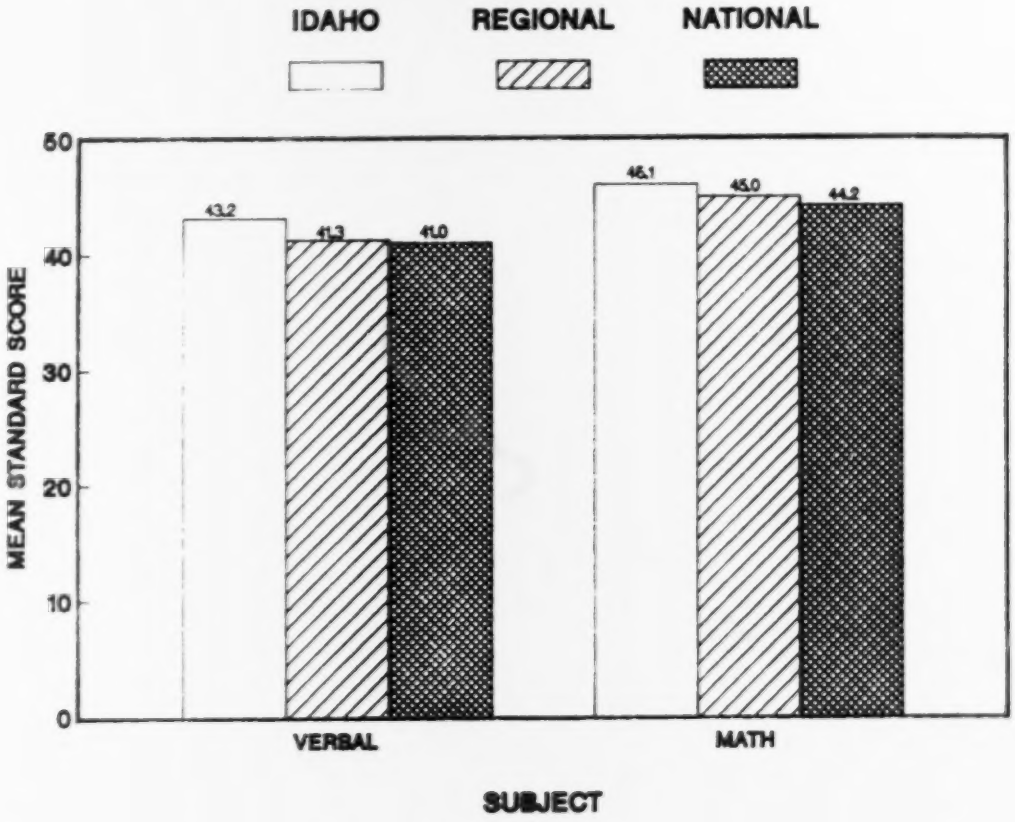
ETHNIC BACKGROUND	% STATE	% NATION
American Indian	0.7	0.4
Black	0.1	7.4
Mexican American	0.9	2.4
Oriental	1.6	3.6
Puerto Rican	0.0	0.9
White	96.0	83.5
Other	0.7	1.8

SUMMARY OF RESULTS

PSAT/NMSQT results are posted by test component and reported on a standard score scale of 20 to 80 (analagous to the *SAT* score range of 200 to 800). Idaho examinees outperformed their regional and national grade level peers on both the *Verbal* and *Mathematical* sections. Refer to TABLE PSAT-1 for a presentation of comparative state-national data.

- TABLE PSAT-1 -

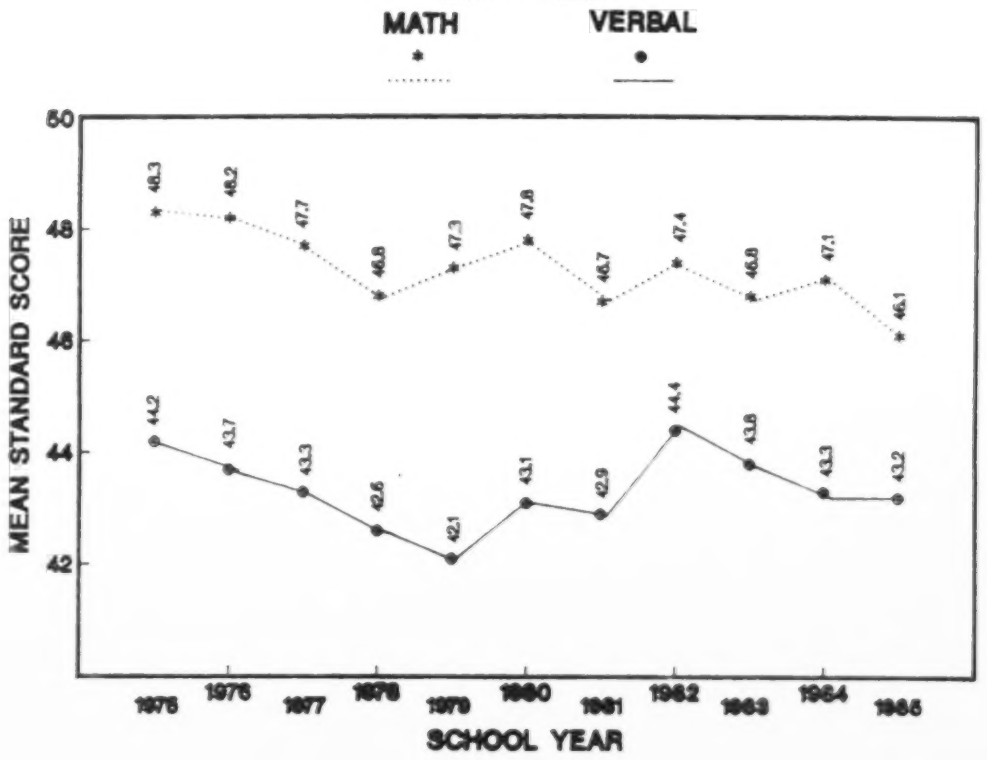
PRELIMINARY SCHOLASTIC APTITUDE TEST/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST
1985 PERFORMANCE SUMMARY



The mean *Verbal* score for the state decreased slightly from 43.3 in 1984 to 43.2, the lowest mean standard score earned in this content since 1982. The mean *Mathematical* score decreased from 47.1 in 1984 to 46.1, the lowest mean score earned in this content area since 1975. Longitudinal performance data is presented in TABLE PSAT-2.

- TABLE PSAT-2 -

PRELIMINARY SCHOLASTIC APTITUDE TEST/NATIONAL MERIT SCHOLARSHIP
LONGITUDINAL STATEWIDE PERFORMANCE TRENDS
1975 - 1985



As indicated below, higher *Verbal* and *Math* scores are reported for male examinees. A comparable performance advantage in both test areas is evident in the outcomes of other assessment programs although historically, females tended to earn *Verbal* scores equal to, or greater than, males.

	VERBAL	MATH
MALE MEAN	43.6	48.5
FEMALE MEAN	42.9	44.3

On a supplemental survey of intended areas of study, Idaho *PSAT/NMSQT* examinees indicated a preference for college majors in business (18.2%), engineering (12.2%), and health and medical professions (12.4%), although many students (20.7%) report being undecided about projected college major. These response frequencies represent an increase in number of students selecting business (+0.4%), a slight decrease in engineering aspirants and those who are undecided (-0.1%), and a more significant decline in health professions selectees (-1.3%).

THE ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

PURPOSES:

The *ASVAB* is a multiple factor aptitude test which measures developed abilities in a variety of skill areas. Administered primarily to senior high school students, this testing program is designed to assist students in formulating future educational and career plans and serves as a source of descriptive data which may be used by military recruiters in contacting prospective volunteers. In addition, the armed services use *ASVAB* information to determine personnel qualifications for enlistment and placement in occupational specialities.

DESCRIPTION:

The *ASVAB* is comprised of ten subtests: *Word Knowledge, Paragraph Comprehension, Numerical Operations, Arithmetic Reasoning, Coding Speed, General Science, Auto and Shop Information, Math Knowledge, Mechanical Comprehension*, and *Electronics Information.* These subtests are selectively aggregated to form three *Academic* and four *Occupational* composites.

The *Academic Composite* measures a student's potential for further formal education and predicts performance in general areas requiring verbal and mathematical skills. *Academic Composite* elements include: academic ability, verbal, and math skills.

The *Occupational Composite* measures a student's potential for success in four general career areas. Elements (career areas) which comprise this cluster are mechanical and crafts, business and clerical, electronics and electrical, and health, social and technology.

The *ASVAB* battery contains 334 test items and requires two hours and 24 minutes working time to complete.

STUDENTS TESTED

A total of 5,851 senior high school students in grades 10, 11, and 12 completed the *ASVAB*. This participant count represents 13% of Idaho's 10-12 grade student population. Of this count, 2,098 (36%) were identified as seniors, 2,429 (41%) were juniors, and 1,324 (23%) were sophomores in class standing.

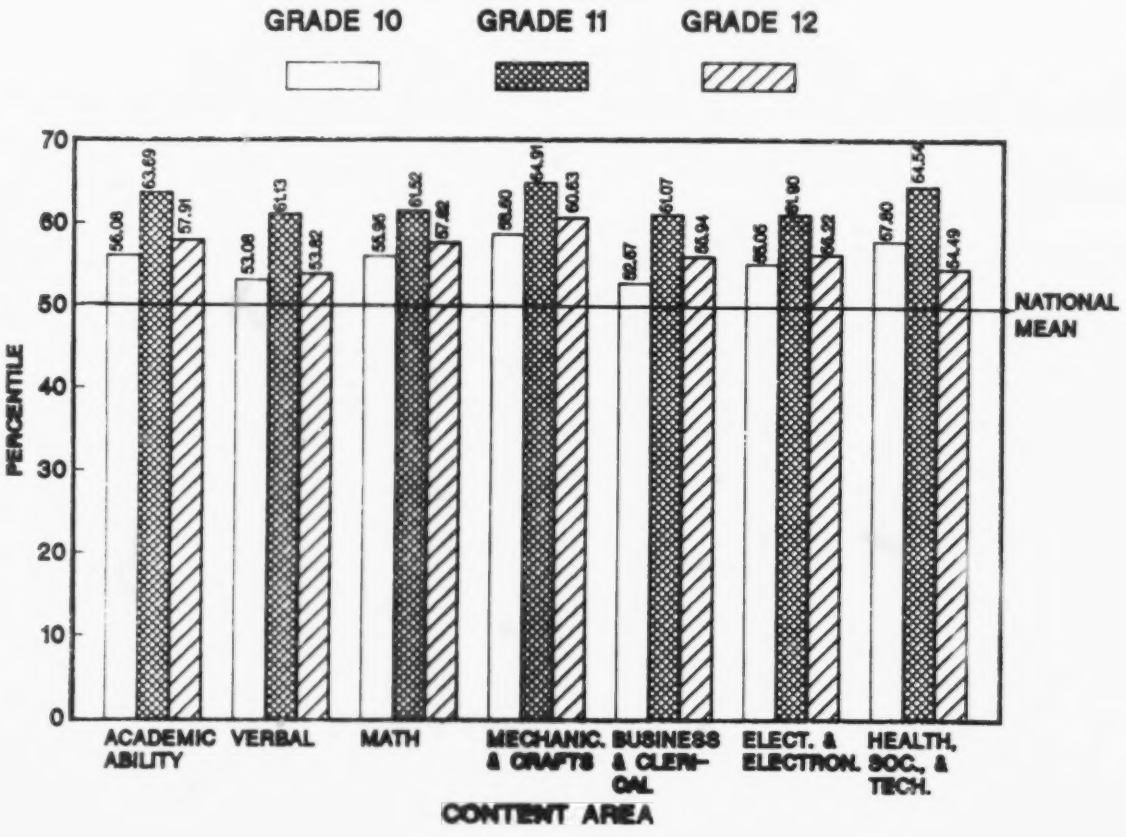
Other demographic data descriptive of Idaho's *ASVAB* examinee population is not available.

SUMMARY OF RESULTS

As indicated in TABLE ASVAB-1, Idaho examinees in grades 10, 11, and 12 surpass the national average in every *Academic* and *Occupational Composite* area. High school juniors outperform their sophomore and senior counterparts, an inter-grade level performance trend that is evident in other assessment programs.

- TABLE ASVAB-1 -

ARMED SERVICES VOCATIONAL APTITUDE BATTERY
1985 STATEWIDE SUMMARY



Standard deviations for individual student percentile scores earned in subtest areas follow.

GRADE LEVEL	ACADEMIC ABILITY	VERBAL	MATH-EMATICS	MECH-ANICAL & CRAFTS	BUSINESS & CLERICAL	ELECTRONICS & ELECTRICAL	HEALTH, SOCIAL & TECHNICAL
10	25.48	26.34	23.88	25.74	23.46	24.26	25.82
11	24.64	25.48	23.79	24.52	23.41	23.51	24.73
12	26.59	27.27	25.54	25.87	25.87	24.97	26.57

APPENDICES

THE 1985
IDAHO PROFICIENCY TESTING PROGRAM
WRITING ASSIGNMENT

Answer sheet distribution reminder:

- Grade 8 and first-time examinees - Brown
- Retake examinations - Blue

DIRECTIONS

This writing test gives you a chance to show how well you can write. In responding to the assignment, please follow these guidelines:

1. *Think carefully about the assignment and everything you might say about it. You will be graded on how well you develop the topic and follow the assignment. Think about how you can organize your writing. Be sure to give your main points and your response in logical order.*

2. *If you wish to make prewriting notes, an outline, or a rough draft, scratch paper is provided. Feel free to copy your writing--from your scratch paper to the answer sheet--if you want to. You may use a pen or a pencil for writing the first draft. A pen is recommended for final writing.*

3. *Stay within margins. Use correct capitalization, indentation, punctuation, and spelling. Write as legibly and clearly as you can. Neatness will count in the scoring.*

4. *There is no set length for this paper, but limit your response to pages 3 and 4 of the answer sheet. Write as much as you can about the subject without repeating yourself or wandering from the topic.*

5. *You may use a dictionary if you wish. Ask your teacher for one if you need it.*

ASSIGNMENT

Imagine you are an English-speaking traveler from another country, visiting your home town for the first time.

Describe your home town as you think the traveler might describe it in a letter to family or friends.

LEVEL STANDARDS
Idaho Proficiency Testing Program
Writing Assessment

The typical "0" paper is not scorable for a variety of reasons. The writer either makes no attempt to write, writes a personal letter of family matters, writes about a country rather than a town, writes about an entirely different topic, or writes in a language other than English. The writer does not address the assigned topic.

A typical "1" paper represents severe problems in writing. The student makes an apparent attempt to write to the topic, but painstaking effort is required to decode words or identify conventional sentence structures. There are extensive errors in mechanics, spelling, and capitalization.

A typical "2" paper does not demonstrate eighth grade writing proficiency. The paper lacks focus and development, may touch on the topic, but strays to seemingly unrelated ideas. The paper has little or no sense of logical organization or development. There are numerous and varied errors in mechanics. The writer does not structure conventional sentences with any degree of regularity.

A typical "3" paper represents the middle range of papers and exhibits basic competency for an eighth grade student. The description addresses the topic but may offer only a catalog in single-sentence paragraphs or in simple, choppy sentences rather than in fully developed paragraphs. The description may temporarily lose focus to include personal travel experiences. Mechanical and structural errors are evident but limited. They do not detract from the paper's readability.

A typical "4" paper represents above-average writing for an eighth grade student. The style of the paper is less sophisticated than that of a "5" paper, but the paper demonstrates the writer's understanding of organization. The writer sustains the focus of the assigned description and develops it in easy-to-read sentences which have very few errors in structure, mechanics, or usage.

A typical "5" paper represents superior writing for an eighth grade student. The assigned description is organized and developed in a clear, fluid and logical pattern. The paper usually includes an introduction and conclusion. The writer maintains a consistent persona and develops the description in sophisticated language and sentence structures. The paper is neatly written and virtually free from errors in usage or mechanics.

LEVEL "O" RANGEFINDER

WRITING

335

Dear Family

I finally got to Hope. I got a job at a school teaching. Am just getting by. How are you doing. In your last letter you said you were trying to get a loan for a new farm. I hope you get it.

I got a apperment its not great but still do. You said Jane moved to England and got married i sent her a gift. I got a letter from Kate saying she's going to come visit me. I going to get a new used car its just a rabit but its ok.

How's mom doing is she still sad all the time. sints dad died i miss him i can remember me and him going fishing in the summer and hunting in the fall. Well ive got to go write back

DO NOT WRITE IN THIS AREA

PLEASE DO NOT WRITE BELOW THIS LINE

360

Dear _____

I I JUST entered Shashone.
There is a nice High School Here.
With a cott house beside it.
Oh Thes rods are the Slics
Rods I have ever Rod on. There was
a bus Reck it issso Slike.
Thies RellRod Traks are so Rofe
I Can't Relikit. Thelis a Like
of RellRode cars on the Trakse They
have a Stak of Tics To.
I am goeng to stay at the
gateway motel to night. It looks
Like a prity good motlee. Then I will
go to The Cchex Station and get
gasr befor I go So I can close arounde
I will go to the Bars
and get drank and play some pool.
I will Take some Pither for you.
Therex is a nice Swimis
Pool Here. There is a Park on The
Side of the Swimigs pool. There is
a play groud set in the park
to with slids and other stof There
To. With trees around it it is
Rely nice to.

PLEASE DO NOT WRITE BELOW THIS LINE

DO NOT WRITE IN THIS AREA

There is a Bolins ally going out of town. with a good rating Play is it with Video Game in it too.

your friend

13442
DO NOT WRITE IN THIS AREA

Dear Grandma,

How are you, Im fine? It real ushs here. It real smoggy here. Mostly from cars and wood stoves. It has its good and bad points. I can't wait to come back to Denmark.

The mountains have a lot of snow for the U.S.A. I went skiing it was fun. I went down the ski jumps. I jumped 200 feet, isn't that great. You should come skiing over here.

I went crosscountry skiing some real nice sights here. Not like in the city. I hit a rumpand almost broke my leg. I was able to finish skiing. Went I got back and I went to sleep.

I'll be home in one day, I can't wate. When I get home, Im going to go swimming. Then eat some of your home cooked food. I'm already getting to excited. I will be home in a little bit.

Love,

DO NOT WRITE IN THIS AREA

PLEASE DO NOT W

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

LEVEL "3" RANGEFINDER

WRITING
0 1 2 ● 4 5 6 7 8 9

Dear family,

I am visiting the town of Sandpoint. I am sending some pictures of Sandpoint and the countryside (also enclosed).

The surroundings of Sandpoint are very beautiful. There are high mountains, trees, and a large lake. The lakes name is Pend O'reille. During summer the part of the lake that touches the town is called the City beach.

In the wintertime there is a great ski mountain in Sandpoint named Schweitzer. It gets very cold in Sandpoint during winter.

The town is very old-fashioned looking. It is a small town, but quickly expanding. The population of Sandpoint is fairly small. Many families are large, having two to four kids.

Sandpoint is an independant

DO NOT WRITE IN THIS AREA

PLEASE DO NOT WRITE BELOW THIS LINE

PLEASE DO NOT WRITE IN THIS AREA

town. It is very self-supporting. Sandpoints expenditure of money is used.

The people in Sandpoint seem friendly. All in all I would have to say Sandpoint is a pretty nice town.

Love,

DO NOT WRITE IN THIS AREA 23306

PLEASE DO NOT WRITE BELOW THIS LINE

DO NOT WRITE IN THIS AREA

Dear Mother and Father;

Although I have been in Boise for only two weeks, I feel like I have lived here all my life. Everyone is so friendly and helpful! They have made me feel right at home. Why, just yesterday a kind, American teacher showed me where all my classes were. I was grateful.

Oh, how you would love the weather. It is quite chilly out, and mounds of powdery, white snow keep falling from the clouds above. I enjoy it very much.

Another aspect of this beautiful city is the surrounding countryside. I can look out any window on a clear day and see a lovely mountain range. It is especially breathtaking right now because the tops are covered with snow. Also, Boise is called the "City of Trees". Many species are abundant here. I truly cannot wait until spring when they will burst

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nuts bloom.

Even though I am having such a good time here in America, I'm still homesick. Please write to me soon.

Love.

DO NOT WRITE IN THIS AREA 38295

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

WRITING
0 1 2 3 4 5 6 7 8 9

DO NOT WRITE IN THIS AREA

83

Dear Auntie,

I arrived in America as scheduled last Thursday. In the seven days since then I have seen, and learned much about this country. There is so much to do, so many things to see which are new to me.

Upon arriving in my hometown I ~~found~~ found it very different from that small farming community grandmother and I left when I was so young. I do not remember much, but it is not at all like what she described. This city has an enourmous airport, and a highway that runs through its center! As opposed to the tiny shack and narrow platform grandmother remembers, is a large, and very new, train depot, at which I arrived.

I first visited the site where my great-grandfather had built his house, but ~~it~~ in its place now stands a towering structure of glass and steel. The farms which the people of our community had worked for generations, now stretch for miles in all directions. Machines do most of the work, and the foods are sent packaged by truck or by train to cities all over the country, where they are sold in huge stores. Nowhere to be seen are the roadside fruit stands from which my grandfather earned his living.

Soon my visit will be over, and though I rather miss the small town it used to be, I hope

PLEASE DO NOT WRITE BELOW THIS LINE

someday to return and visit this city, my home town, again. I wish too, to see more of this beautiful country. But it so large I fear a lifetime would not be time enough.

DO NOT WRITE IN THIS AREA 27020

STATE OF IDAHO
DEPARTMENT OF EDUCATION
PROFICIENCY TESTING
• • STATE OBJECTIVE RECAP • •

1985 PROFICIENCY TESTS - PUBLIC -BEIAKES

SUBJECT	OBJECTIVE		NO. OF STUDENTS PASSING	% OF STUDENTS PASSING
MATHEMATICS	01	ADD FRACTIONS	3,240	52.0
	02	MULTIPLY AND DIVIDE DECIMALS	4,367	70.0
	03	ADD AND SUBTRACT DECIMALS	1,750	28.0
	04	MULTIPLY FRACTIONS	4,240	68.0
	05	EQUIVALENT FRACTIONS	4,316	69.2
	06	DECIMAL TO PERCENT EQUIVALENTS AND VICE VERSA	3,997	64.1
	07	FRACTIONS TO DECIMAL EQUIVALENTS	3,941	63.2
	08	ADD WHOLE NUMBERS	5,791	92.9
	09	SUBTRACT WHOLE NUMBERS	5,584	89.6
	10	MULTIPLY WHOLE NUMBERS	4,960	79.6
	11	DIVIDE WHOLE NUMBERS	4,001	64.2
	12	BEST UNIT METRIC	5,755	92.3
	13	UNIT CONVERSION MEASUREMENT	2,776	44.5
	14	PARALLEL AND PERPENDICULAR	4,654	74.7
	15	FIGURES RECOGNITION	6,057	97.2
	16	AREA AND PERIMETER	2,680	43.0
	17	WHOLE NUMBER APPLICATION OR MONEY PROBLEMS	4,763	76.4
	18	AVERAGES	2,200	35.3
	19	FRACTION APPLICATION	3,286	52.3
	20	PERCENT APPLICATION	2,484	39.8
	21	PROPORTIONAL PARTS	3,573	57.3
	22	TIME	3,385	54.3
	23	CHECKBOOK, BANK RECORDS	4,554	73.0
	24	WAGES AND MONEY	5,683	91.2
	25	CHANGE FROM $20, $10, $5	5,476	87.8
	26	FORMULAS	5,278	84.7
		TOTAL % OF STUDENTS PASSING MATHEMATICS	3,397	54.5
READING	01	DIRECTIONS	2,870	65.0
	02	FACTS	2,789	63.2
	03	WORDS IN CONTEXT	3,107	70.4
	04	SEQUENCE	1,396	31.6
	05	CAUSE AND EFFECT	2,904	65.8
	06	FACT AND OPINION	2,416	54.7
	07	CONCLUSIONS	3,037	68.8
	08	AUTHORS PURPOSE	2,641	59.8
	09	MAIN IDEA	3,232	73.3
	10	COMPARE AND CONTRAST	3,561	80.7
	11	CLASSIFICATION AND LISTS	2,039	46.2
	12	PARTS OF BOOK	1,970	44.6
	13	REFERENCE DOCUMENTS	1,007	22.8
	14	PRACTICAL DOCUMENTS	2,429	55.0
	15	MAPS, DIAGRAMS AND FIGURES	3,563	80.5
		TOTAL % OF STUDENTS PASSING READING	2,339	53.0
SPELLING	01	SPELL CORRECTLY	3,634	65.3
		TOTAL % OF STUDENTS PASSING SPELLING	3,634	65.3
WRITING	01	WRITING	2,660	46.8
		TOTAL % OF STUDENTS PASSING WRITING	2,660	46.8

STATE OF IDAHO
DEPARTMENT OF EDUCATION
PROFICIENCY TESTING
• • STATE OBJECTIVE RECAP • •

1985 PROFICIENCY TESTING - PRI,1ST TIME

SUBJECT	OBJECTIVE		NO. OF STUDENTS PASSING	% OF STUDENTS PASSING
MATHEMATICS	01	ADD FRACTIONS	107	62.5
	02	MULTIPLY AND DIVIDE DECIMALS	148	86.5
	03	ADD AND SUBTRACT DECIMALS	85	49.7
	04	MULTIPLY FRACTIONS	138	80.7
	05	EQUIVALENT FRACTIONS	144	84.2
	06	DECIMAL TO PERCENT EQUIVALENTS AND VICE VERSA	91	53.2
	07	FRACTIONS TO DECIMAL EQUIVALENTS	147	85.9
	08	ADD WHOLE NUMBERS	163	95.3
	09	SUBTRACT WHOLE NUMBERS	162	94.7
	10	MULTIPLY WHOLE NUMBERS	143	83.6
	11	DIVIDE WHOLE NUMBERS	137	80.1
	12	BEST UNIT METRIC	162	94.7
	13	UNIT CONVERSION MEASUREMENT	112	65.4
	14	PARALLEL AND PERPENDICULAR	135	78.9
	15	FIGURES RECOGNITION	168	98.2
	16	AREA AND PERIMETER	127	74.2
	17	WHOLE NUMBER APPLICATION OR MONEY PROBLEMS	152	88.8
	18	AVERAGES	100	58.4
	19	FRACTION APPLICATION	131	76.6
	20	PERCENT APPLICATION	91	53.2
	21	PROPORTIONAL PARTS	138	80.7
	22	TIME	133	77.7
	23	CHECKBOOK, BANK RECORDS	138	80.7
	24	WAGES AND MONEY	161	94.1
	25	CHANGE FROM $20, $10, $5	159	92.9
	26	FORMULAS	165	96.4
		TOTAL % OF STUDENTS PASSING MATHEMATICS	136	79.5
READING	01	DIRECTIONS	146	86.3
	02	FACTS	147	86.9
	03	WORDS IN CONTEXT	158	93.4
	04	SEQUENCE	102	60.3
	05	CAUSE AND EFFECT	148	87.5
	06	FACT AND OPINION	132	78.1
	07	CONCLUSIONS	148	87.5
	08	AUTHOR'S PURPOSE	150	88.7
	09	MAIN IDEA	151	89.3
	10	COMPARE AND CONTRAST	156	92.3
	11	CLASSIFICATION AND LISTS	125	73.9
	12	PARTS OF BOOK	121	71.5
	13	REFERENCE DOCUMENTS	69	40.8
	14	PRACTICAL DOCUMENTS	138	81.6
	15	MAPS, DIAGRAMS AND FIGURES	156	92.3
		TOTAL % OF STUDENTS PASSING READING	145	85.7
SPELLING	01	SPELL CORRECTLY	146	85.8
		TOTAL % OF STUDENTS PASSING SPELLING	146	85.8
WRITING	01	WRITING	136	80.0
		TOTAL % OF STUDENTS PASSING WRITING	136	80.0

STATE OF IDAHO
DEPARTMENT OF EDUCATION
PROFICIENCY TESTING
• • PASSING PERCENTAGES • •

1985 PROFICIENCY TESTING-PRIV, 1ST TIME

4.51%	PASSING 0 SUBJECTS OUT OF	177 STUDENTS	(	8 STUDENTS)
8.47%	PASSING 1 SUBJECT OUT OF	177 STUDENTS	(	15 STUDENTS)
9.60%	PASSING 2 SUBJECTS OUT OF	177 STUDENTS	(	17 STUDENTS)
19.20%	PASSING 3 SUBJECTS OUT OF	177 STUDENTS	(	34 STUDENTS)
58.19%	PASSING 4 SUBJECTS OUT OF	177 STUDENTS	(	103 STUDENTS)

STATE OF IDAHO
DEPARTMENT OF EDUCATION
PROFICIENCY TESTING
• • PASSING PERCENTAGES • •

1985 DATA

MIGRANT

17.39%	PASSING 0 SUBJECTS OUT OF	207 STUDENTS	(	36 STUDENTS)
20.77%	PASSING 1 SUBJECT OUT OF	207 STUDENTS	(	43 STUDENTS)
16.42%	PASSING 2 SUBJECTS OUT OF	207 STUDENTS	(	34 STUDENTS)
21.25%	PASSING 3 SUBJECTS OUT OF	207 STUDENTS	(	44 STUDENTS)
24.15%	PASSING 4 SUBJECTS OUT OF	207 STUDENTS	(	50 STUDENTS)

LEARNING DISABLED

49.89%	PASSING 0 SUBJECTS OUT OF	469 STUDENTS	(	234 STUDENTS)
30.49%	PASSING 1 SUBJECT OUT OF	469 STUDENTS	(	143 STUDENTS)
11.08%	PASSING 2 SUBJECTS OUT OF	469 STUDENTS	(	52 STUDENTS)
5.33%	PASSING 3 SUBJECTS OUT OF	469 STUDENTS	(	25 STUDENTS)
3.19%	PASSING 4 SUBJECTS OUT OF	469 STUDENTS	(	15 STUDENTS)

SPEECH IMPAIRED

.00%	PASSING 0 SUBJECTS OUT OF	5 STUDENTS	(	0 STUDENTS)
.00%	PASSING 1 SUBJECT OUT OF	5 STUDENTS	(	0 STUDENTS)
.00%	PASSING 2 SUBJECTS OUT OF	5 STUDENTS	(	0 STUDENTS)
40.00%	PASSING 3 SUBJECTS OUT OF	5 STUDENTS	(	2 STUDENTS)
60.00%	PASSING 4 SUBJECTS OUT OF	5 STUDENTS	(	3 STUDENTS)

LANGUAGE IMPAIRED

26.56%	PASSING 0 SUBJECTS OUT OF	64 STUDENTS	(	17 STUDENTS)
20.31%	PASSING 1 SUBJECT OUT OF	64 STUDENTS	(	13 STUDENTS)
18.75%	PASSING 2 SUBJECTS OUT OF	64 STUDENTS	(	12 STUDENTS)
20.31%	PASSING 3 SUBJECTS OUT OF	64 STUDENTS	(	13 STUDENTS)
14.06%	PASSING 4 SUBJECTS OUT OF	64 STUDENTS	(	9 STUDENTS)

EMOTIONALLY IMPAIRED

52.38%	PASSING 0 SUBJECTS OUT OF	21 STUDENTS	(	11 STUDENTS)
19.04%	PASSING 1 SUBJECT OUT OF	21 STUDENTS	(	4 STUDENTS)
14.28%	PASSING 2 SUBJECTS OUT OF	21 STUDENTS	(	3 STUDENTS)
9.52%	PASSING 3 SUBJECTS OUT OF	21 STUDENTS	(	2 STUDENTS)
4.76%	PASSING 4 SUBJECTS OUT OF	21 STUDENTS	(	1 STUDENTS)

MENTALLY RETARDED

73.91%	PASSING 0 SUBJECTS OUT OF	69 STUDENTS	(	51 STUDENTS)
17.39%	PASSING 1 SUBJECT OUT OF	69 STUDENTS	(	12 STUDENTS)
7.24%	PASSING 2 SUBJECTS OUT OF	69 STUDENTS	(	5 STUDENTS)
1.44%	PASSING 3 SUBJECTS OUT OF	69 STUDENTS	(	1 STUDENTS)
.00%	PASSING 4 SUBJECTS OUT OF	69 STUDENTS	(	0 STUDENTS)

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STATE OF IDAHO
DEPARTMENT OF EDUCATION
PROFICIENCY TESTING
• • PASSING PERCENTAGES • •

1985 DATA

continued

DEAF

25.00%	PASSING 0 SUBJECTS OUT OF	4	STUDENTS	(1 STUDENTS)
25.00%	PASSING 1 SUBJECT OUT OF	4	STUDENTS	(1 STUDENTS)
.00%	PASSING 2 SUBJECTS OUT OF	4	STUDENTS	(0 STUDENTS)
25.00%	PASSING 3 SUBJECTS OUT OF	4	STUDENTS	(1 STUDENTS)
25.00%	PASSING 4 SUBJECTS OUT OF	4	STUDENTS	(1 STUDENTS)

HARD OF HEARING

50.00%	PASSING 0 SUBJECTS OUT OF	2	STUDENTS	(1 STUDENTS)
50.00%	PASSING 1 SUBJECT OUT OF	2	STUDENTS	(1 STUDENTS)
.00%	PASSING 2 SUBJECTS OUT OF	2	STUDENTS	(0 STUDENTS)
.00%	PASSING 3 SUBJECTS OUT OF	2	STUDENTS	(0 STUDENTS)
.00%	PASSING 4 SUBJECTS OUT OF	2	STUDENTS	(0 STUDENTS)

BLIND/PARTIALLY SIGHTED

.00%	PASSING 0 SUBJECTS OUT OF	4	STUDENTS	(0 STUDENTS)
50.00%	PASSING 1 SUBJECT OUT OF	4	STUDENTS	(2 STUDENTS)
.00%	PASSING 2 SUBJECTS OUT OF	4	STUDENTS	(0 STUDENTS)
.00%	PASSING 3 SUBJECTS OUT OF	4	STUDENTS	(0 STUDENTS)
50.00%	PASSING 4 SUBJECTS OUT OF	4	STUDENTS	(2 STUDENTS)

CHAPTER 1

22.89%	PASSING 0 SUBJECTS OUT OF	345	STUDENTS	(79 STUDENTS)
27.82%	PASSING 1 SUBJECT OUT OF	345	STUDENTS	(96 STUDENTS)
19.42%	PASSING 2 SUBJECTS OUT OF	345	STUDENTS	(67 STUDENTS)
15.36%	PASSING 3 SUBJECTS OUT OF	345	STUDENTS	(53 STUDENTS)
14.49%	PASSING 4 SUBJECTS OUT OF	345	STUDENTS	(50 STUDENTS)

STATE RECAP OF SPECIAL PURPOSE CODES

36.13%	PASSING 0 SUBJECTS OUT OF	1,190	STUDENTS	(430 STUDENTS)
26.47%	PASSING 1 SUBJECT OUT OF	1,190	STUDENTS	(315 STUDENTS)
14.53%	PASSING 2 SUBJECTS OUT OF	1,190	STUDENTS	(173 STUDENTS)
11.43%	PASSING 3 SUBJECTS OUT OF	1,190	STUDENTS	(141 STUDENTS)
11.00%	PASSING 4 SUBJECTS OUT OF	1,190	STUDENTS	(131 STUDENTS)

TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)
PERFORMANCE SUMMARIES BY JUNIOR CLASS SIZE
GROUP DATA REPORTED IN STANDARD SCORES

	RDG. COMP.	MATH	WRITTEN EXP.	USING SOURCES	BASIC COMP.	SOCIAL STUDIES	SCIENCE	BATT. COMP.
Mean SS (Class size <25)	190.5	183.7	183.9	191.9	187.5	189.9	190.0	188.4
Standard Deviation	10.0	7.2	12.8	10.2	9.2	11.0	9.8	9.3
Dispersion: 75th %ILE	196.9	188.7	191.5	198.4	194.6	195.7	196.5	194.3
(Median) 50th %ILE	192.4	185.4	184.0	192.9	188.7	191.2	191.0	189.3
25th %ILE	184.0	180.7	177.5	185.8	183.5	182.6	187.0	185.4
Maximum Standard Score	204.1	193.7	207.1	208.1	202.5	208.1	202.4	201.6
Minimum Standard Score	163.9	163.2	143.1	164.7	158.8	155.9	154.9	157.6
Number of Schools	31					30	30	30
Mean SS (Class size 25-99)	190.7	184.5	184.2	192.7	188.0	188.9	190.7	188.7
Standard Deviation	5.8	4.2	6.9	6.2	5.3	6.4	6.1	5.3
Dispersion: 75th %ILE	193.3	187.3	188.3	196.5	191.3	192.7	194.4	191.5
(Median) 50th %ILE	191.3	184.4	184.3	192.1	188.4	188.8	189.6	188.8
25th %ILE	185.7	181.5	179.5	189.2	184.7	183.8	187.2	185.2
Maximum Standard Score	204.4	192.9	200.2	207.1	200.0	203.7	206.3	201.7
Minimum Standard Score	179.7	177.0	168.7	180.5	177.4	174.9	178.1	177.6
Number of Schools	46							
Mean SS (Class size 100-199)	190.8	184.2	184.5	192.4	188.0	188.5	190.5	188.5
Standard Deviation	3.4	3.2	4.8	4.9	3.6	5.1	4.3	3.6
Dispersion: 75th %ILE	192.8	186.4	187.4	195.0	189.0	191.8	193.2	189.9
(Median) 50th %ILE	191.5	184.3	184.2	192.3	188.0	189.0	189.9	188.2
25th %ILE	188.7	181.2	182.7	188.9	185.9	184.5	186.6	186.6
Maximum Standard Score	196.	191.0	194.8	202.9	195.7	198.3	200.1	196.2
Minimum Standard Score	182.6	179.6	176.0	181.0	179.9	175.5	183.1	179.9
Number of Schools	21							

GROUP DATA BY SCHOOL CLASS SIZE	RDG. COMP.	MATH	WRITTEN EXP.	USING SOURCES	BASIC COMP.	SOCIAL STUDIES	SCIENCE	BATT. COMP.
Mean SS (Class size 200-399)	191.7	185.1	188.3	195.4	190.1	191.5	192.1	190.8
Standard Deviation	4.3	4.4	5.2	6.1	5.1	5.0	5.1	5.2
Dispersion: 75th %ILE	194.3	186.3	190.7	200.2	192.5	195.1	196.6	193.7
(Median) 50th %ILE	192.3	184.2	187.8	195.3	190.0	192.5	190.1	190.3
25th %ILE	188.2	181.9	183.1	191.0	186.4	187.2	188.5	187.2
Maximum Standard Score	199.2	194.7	197.7	205.1	199.1	199.1	199.2	199.6
Minimum Standard Score	183.9	178.7	180.6	183.1	180.5	181.0	180.7	180.2
Number of Schools	13							
Mean SS (Class size 400-599)	196.0	188.5	190.6	199.1	193.7	195.6	194.6	194.3
Standard Deviation	2.7	2.8	3.2	4.1	3.1	3.8	5.6	3.5
Dispersion: 75th %ILE	198.1	190.4	193.2	202.1	196.0	198.4	198.4	197.0
(Median) 50th %ILE	195.3	189.3	190.0	198.9	193.5	195.1	196.2	194.4
25th %ILE	193.9	186.7	187.9	196.1	191.3	192.8	190.8	191.5
Maximum Standard Score	199.7	191.0	194.6	204.3	197.5	200.5	199.5	198.3
Minimum Standard Score	193.8	184.5	187.8	194.4	190.2	191.7	186.6	190.0
Number of Schools	4							

TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)
PERFORMANCE SUMMARIES BY INDIVIDUAL DIFFERENCE
DATA REPORTED IN AVERAGE NCE'S

CATEGORY	N	RDG. COMP.	MATH	WRITTEN EXP.	USING SOURCES	BASIC COMP.	SOCIAL STUDIES	SCIENCE	BATT. COMP.	MIN RDG	COMP. MATH	APP PROF.
MIGRANT	13	40.5	38.2	31.7	32.3	33.6	36.8	39.9	33.5	Y= 8	8	HI = 1
										M= 1	0	MED= 5
										N= 4	5	LOW= 7
LEARNING DISABLED	122	29.7	31.2	29.0	28.8	27.3	30.1	32.3	26.6	Y=40	49	HI = 1
										M=10	10	MED=30
										N=72	64	LOW=86
SPEECH IMPAIRED	8	40.4	45.9	36.5	39.6	39.1	40.3	39.6	38.8	Y= 5	7	HI = 0
										M= 1	0	MED= 4
										N= 2	1	LOW= 3
LANGUAGE IMPAIRED	3	37.7	39.0	33.7	38.3	35.3	36.7	31.0	33.0	Y= 1	1	HI = 0
										M= 0	1	MED= 0
										N= 2	1	LOW= 2
EMOTIONALLY IMPAIRED	2	41.0	27.0	34.5	28.0	31.5	28.5	30.5	28.5	Y= 1	0	HI = 0
										M= 0	0	MED= 1
										N= 1	2	LOW= 1
MENTALLY RETARDED	14	14.9	18.3	13.4	10.4	9.4	21.6	19.5	9.9	Y= 1	1	HI = 0
										M= 1	0	MED= 0
										N=12	13	LOW=14
DEAF	4	19.5	18.5	22.8	18.8	16.5	14.8	23.5	14.0	Y= 0	0	HI = 0
										M= 1	0	MED= 0
										N= 3	4	LOW= 4
HARD OF HEARING	2	24.0	46.0	34.5	42.5	35.5	28.0	33.0	33.0	Y= 0	1	HI = 0
										M= 0	1	MED= 1
										N= 2	0	LOW= 1
BLIND/ PARTIALLY SIGHTED	3	27.7	36.0	15.7	26.7	23.3	26.7	25.0	22.7	Y= 0	2	HI = 0
										M= 1	0	MED= 0
										N= 2	1	LOW= 3
CHAPTER I STUDENTS	37	44.6	42.1	43.3	45.9	43.1	43.3	43.4	44.0	Y=22	26	HI = 5
										M= 7	2	MED=20
										N= 8	9	LOW=12

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